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ABSTRACT

This initial report required by the Maryland Educational Accountability Act provides descriptive information to public officials and the general public about Maryland public schools. In the Report, the reader will find information about: the nature of the educational accountability effort thus far; the objectives of the Maryland State Department of Education; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level; the goals and objectives in the same areas established for each school system; demographic data for the State, local school systems, and schools; assessment data on ability and achievement summarized at the State and school system levels; and assessment data on ability and achievement for each Maryland public school with grades 3, 5, 7, and 9. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed, in general, Maryland's average performance in most of the achievement skill areas was slightly below the national average. Maryland's average performance in the ability areas showed a progressive increase through the grades. (Author)

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School Year 1973~1974

Maryland Accountability Program Report

School Year 1973 - 1974

Maryland State Department of Education

January 1, 1975

Prepared with the assistance of Westat Research, Incorporated

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January 1, 1975

To the Governor and General Assembly:

This first report, respectfully submitted in compliance with Maryland's landmark Educational Accountability Act, provides more information than has ever been generally known before about the public educational enterprise in our State.

An accountability report should provide information which will permit far-reaching policy decisions to be made about the allocation and application of resources--staff, equipment, materials and facilities. This first report, however, provides information which can be used only for the most superficial short-term decisions for educational program adjustment, pending the production of assessment results more directly tied to Maryland's goals and objectives in education and of the results of evaluative studies into the processes or operations of our educational programs at all levels. Readers should exercise appropriate caution in forming judgments about the public schools of the State based solely upon the descriptive data in this report.

Although disclosure of information about the public schools is an important element in an accountability program, there are other purposes to be served related to the quality of educational programs. Over time, data such as those in this report will indicate that some schools are experiencing success with certain of their programs and that others are having difficulty. Detailed examination of the educational process in such schools should yield information of great usefulness to schools serving similar groups of students and offering similar educational programs.

It should be understood that the Maryland Accountability Program Report is a report submitted by the State Superintendent of Schools as the law provides and may contain views not entirely shared by all members of State and local advisory groups and educators at all levels. Helpful suggestions to strengthen the accountability program and subsequent reports from citizens and their elected representatives will be much appreciated.

We thank our advisors, consultants, and State and local educator participants for the many hours of thoughtful effort contributed to the Accountability Program.

Sincerely yours,

James A. Sensenbaugh

JAMES A. SENSENBAUGH
State Superintendent of Schools

REPORT SUMMARY

1. Introduction

This initial report required by the Maryland Educational Accountability Act provides descriptive information to public officials and the general public about Maryland public schools. In the Report, the reader will find information about:

- the nature of the educational accountability effort thus far;
- the objectives of the Maryland State Department of education:
- the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level;
- the goals and objectives in the same areas established for each school system;
- demographic data for the State, local school systems, and schools;
- assessment data on ability and achievement summarized at the State and school system levels; and
- assessment data on ability and achievement for each Maryland public school with grades 3, 5, 7, and 9.

Descriptive information is just that. It describes characteristics of the phenomena under consideration. It does not establish causal relationships among the variables being considered. Because the general reader is inclined to assume that such relationships exist among variables upon which descriptive information is reported, it is important to point out that such assumptions are not warranted. Judgments about the descriptive information provided here should be made with full understanding of the limitations of the information that presently can be provided.

It should also be fully understood that education is a shared responsibility. Parents and members of the various communities in the State, including public officials, have an enormous opportunity for influence and impact upon the work of the schools. Social processes, including learning, cannot be conducted solely by the schools without the active support of the home and the larger society.

In general, State and local educators and their advisors have attempted to determine State and local goals of instruction in some of the basic skills areas. Undoubtedly, refinement and restatement of these goals will be made following experience in using them. Individual schools in each school system are at work on school-level goals and objectives compatible with the State and local school system goals and objectives, and these school level aims will be available for review in the coming year. The relationship between educational goals and objectives established in Maryland and the assessment of current status is by no means ideal. The achievement test results cannot be said to reflect precisely the status of Maryland schools with regard to the agreed-upon goals. The assessment batteries used, the Iowa Tests of Basic Skills (ITBS), address the present goals rather obliquely at best. (See p. 1-17 for discussion of limitations.) Hopefully, as the Accountability Program continues, resources will be made available to acquire or develop assessment instruments which will directly provide data on the status of Maryland schools in relation to established goals in reading, writing, and mathematics.

In the meantime, the ITBS results provide information about how Maryland schools perform in certain areas which ITBS measures. The ITBS questions are based on the subject matter content of current (1970) textbooks and courses of study and the judgment of subject matter specialists across the country.

The questions are not based on the specific textbooks, courses of study, or particular instructional objectives of individual Maryland schools or teachers. The skills and knowledges measured by a nationally standardized test, such as ITBS, generally reflect the skills and knowledges that are involved in the instructional objectives of the average grade in the nation for which the test was developed.

For accountability purposes, therefore, the ITBS results provide limited information. The reasons for using these tests are discussed later in this Report. Generally, the reasons are these:

- The tests are highly regarded among similar tests by test reviewers because of the care taken in their development.
- Most of Maryland's school systems were already using ITBS.
- Public disclosure of such test results as a step toward program improvement is a significant element of accountability.

It should be clearly understood by all readers that a very small sample of skills (those covered by ITBS) has been assessed and reported on for the purposes of accountability. Statewide assessment has not been undertaken in a number of other skill areas and subject matter areas, such as social studies, science, vocational education, and the arts. Nor has information been collected on student attitudes, interests, and values--the so-called affective domain of learning objectives. In addition, we have no information on the psychomotor aspects of student learning (e.g., eye-hand coordination; manual dexterity; and response orientation and integration).

2. What Do the Results of the ITBS Statewide Assessment Show?

In general, Maryland's average performance in most of the achievement skill areas was slightly below the national average. Maryland's average performance in the ability area showed a progressive increase through the grades (see Chapter 3, State of Maryland, Table 2 - pages 3-13 and 3-14).

On the basis of this information and the identification in other tables of schools which are scoring well above or below the norm for Maryland schools serving students similar in ability test scores, and living under similar socioeconomic conditions, no informed decisions can be made by governmental entities or educational authorities for educational program modification. Additional information must be assembled, analyzed, and interpreted. At least two types of additional information are needed:

- results from a process evaluation of the operations of educational programs identified as attended by grades scoring extremely high or low. (Operations are characteristics of programs that seem capable of affecting student outcomes. Operations include educational interventions, learning experiences, curricula, teacher style, and instructional techniques.); and
- results from tests designed expressly to assess the attainment of additional instructional objectives in Maryland schools.

Hopefully, as adequate resources are made available, these two types of information will become increasingly available for use by decision makers at all levels.

In the meantime, one can only speculate as to the reasons for the standing of Maryland schools among the schools of the national norming sample and among themselves. Only detailed study of individual schools and their programs, and an expanded approach to assessment, can contribute to better understanding of the quality of the work of Maryland schools.

Accordingly, it is proposed that public education take a more penetrating look at its goals, programs, educational outcomes, and evaluation procedures. But it is also proposed that far-reaching decisions related to program modification and resource allocation await information that will permit such decisions to be informed ones rather than intuitive ones.

In the appendices which follow the Report proper, information is provided which sheds a very positive light on certain student outcomes related to their public school experiences. Very respectable percentages of students in Grades 6, 10, and 12 knew the correct answers to questions on the Maryland Basic Skills Reading Mastery Test. (See Appendix C for more information.) In addition, selected college-bound high school seniors in Maryland compared in 1972-1973 and 1973-1974 very favorably with a national sample of seniors in the Admission Testing Program. The mean scores of Maryland students were considerably higher than the national sample on all tests. (See Appendix C, p. C-16, for details.) Finally, Appendix C provides information from the Maryland High School Graduate Follow-up Study, 1973, indicating that a majority of responding students assessed their preparation in certain school "courses" as either satisfactory or excellent.

TABLE OF CONTENTS

Page

Maryland State Board of Education ii
State Advisory Committee on Accountability. iii
Local Coordinators for Accountability iv
Foreword. v
Report Summary. vii

CHAPTER 1 Educational Accountability

1.1 Introduction 1-1
1.2 The Definition of Accountability 1-2
1.3 The Maryland Educational Accountability Act. 1-4
1.4 The Role of the State Board of Education . 1-5
1.5 The Activities of the State Advisory Council on Accountability. 1-6
1.6 Accountability Assessment Instruments 1-7
1.7 The State Plan for Implementation of Accountability 1-10
1.8 Maryland's Future in Accountability. . . . 1-12
1.9 Accountability Assessment Results and Decision Making. 1-15

CHAPTER 2 Maryland State Department of Education Objectives

2.1 Introduction 2-1
2.2 Field Activity Objectives. 2-2
2.3 Support Activity Objectives. 2-13
2.4 Vocational Rehabilitation Objectives . . . 2-17

CHAPTER 3 Accountability Information: State-Level

3.1 Statement of State Goals 3-1
3.2 Accountability Data, State-Level 3-9

CHAPTER 4 Accountability Information: Local School Systems and Individual Schools

4.1 Introduction 4-1
4.2 Allegany County. 4-5
4.3 Anne Arundel County. 4-23
4.4 Baltimore County 4-53
4.5 Calvert County 4-99
4.6 Caroline County. 4-113
4.7 Carroll County 4-129
4.8 Cecil County 4-147

TABLE OF CONTENTS (continued)

Page

CHAPTER 4 (continued)

4.9 Charles County 4-167
4.10 Dorchester County. 4-185
4.11 Frederick County 4-199
4.12 Garrett County 4-219
4.13 Harford County 4-235
4.14 Howard County. 4-253
4.15 Kent County. 4-275
4.16 Montgomery County. 4-287
4.17 Prince George's County 4-339
4.18 Queen Anne's County. 4-399
4.19 St. Mary's County. 4-413
4.20 Somerset County. 4 433
4.21 Talbot County. 4-447
4.22 Washington County. 4-459
4.23 Wicomico County. 4-481
4.24 Worcester County 4-495
4.25 Baltimore City 4-509

APPENDIX A Assessment Procedures Used in the Accountability Program . . . . App A-1

APPENDIX B The Use of Regression Analysis in the Accountability Program . . . . App B-1

APPENDIX C Complementary State-Level Data . . . . . App C-1

APPENDIX D The Maryland Educational Accountability Act. App D-1

TABLES

Page

State of Maryland

Table 1 Community and Public School Resources Profile. .3-12
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 3-14, 15

Allegany County

Table 1 Community and Public School Resources Profile. .4-12
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-13, 14
Table 3 School Level--Community and Public School Resources Profile. 4-16
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-17
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-18

Anne Arundel County

Table 1 Community and Public School Resources Profile. .4-30
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-31, 32
Table 3 School Level--Community and Public School Resources Profile. 4-34
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-35
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-36

Baltimore County

Table 1 Community and Public School Resources Profile. .4-64
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-65, 66
Table 3 School Level--Community and Public School Resources Profile. 4-68
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-69
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-70

TABLES (continued)

Page

Calvert County
Table 1 Community and Public School Resources Profile. .4-106
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-107, 108
Table 3 School Level--Community and Public School Resources Profile. 4-110
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-111
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-112

Caroline County
Table 1 Community and Public School Resources Profile. .4-122
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-123, 124
Table 3 School Level--Community and Public School Resources Profile. 4-125
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-126
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-127

Carroll County
Table 1 Community and Public School Resources Profile. .4-136
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-137, 138
Table 3 School Level--Community and Public School Resources Profile. 4-140
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-141
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-142

TABLES (continued)

Page

Cecil County
Table 1 Community and Public School Resources Profile. .4-156
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-157, 158
Table 3 School Level--Community and Public School Resources Profile. 4-160
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-161
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-162

Charles County
Table 1 Community and Public School Resources Profile. .4-174
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-175, 176
Table 3 School Level--Community and Public School Resources Profile. 4-178
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-179
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-180

Dorchester County
Table 1 Community and Public School Resources Profile. .4-192
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-193, 194
Table 3 School Level--Community and Public School Resources Profile. 4-196
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-197
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-198

TABLES (continued)

Page

Frederick County
Table 1 Community and Public School Resources Profile. .4-208
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-209, 210
Table 3 School Level--Community and Public School Resources Profile. 4-212
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-213
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-214

Garrett County
Table 1 Community and Public School Resources Profile. .4-228
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-229, 230
Table 3 School Level--Community and Public School Resources Profile. 4-232
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-233
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-234

Harford County
Table 1 Community and Public School Resources Profile. .4-242
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-243, 244
Table 3 School Level--Community and Public School Resources Profile. 4-246
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-247
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-248

TABLES (continued)

Page

Howard County

Table 1 Community and Public School Resources Profile. . 4-264
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-265, 266
Table 3 School Level--Community and Public School Resources Profile. 4-268
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-269
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-270

Kent County

Table 1 Community and Public School Resources Profile. . 4-280
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-281, 282
Table 3 School Level--Community and Public School Resources Profile. 4-284
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-285
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-286

Montgomery County

Table 1 Community and Public School Resources Profile. . 4-296
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-297, 298
Table 3 School Level--Community and Public School Resources Profile. 4-300
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-301
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-302

TABLES (continued)

Page

Prince George's County

Table 1 Community and Public School Resources Profile. .4-348
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-349, 350
Table 3 School Level--Community and Public School Resources Profile. 4-352
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-353
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-354

Queen Anne's County

Table 1 Community and Public School Resources Profile. .4-406
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-407, 408
Table 3 School Level--Community and Public School Resources Profile. 4-410
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-411
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-412

St. Mary's County

Table 1 Community and Public School Resources Profile. .4-422
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-423, 424
Table 3 School Level--Community and Public School Resources Profile. 4-426
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-427
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-428

TABLES (continued)

Page

Somerset County
- Table 1 Community and Public School Resources Profile. .4-440
- Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-441, 442
- Table 3 School Level--Community and Public School Resources Profile. 4-444
- Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-445
- Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-446

Talbot County
- Table 1 Community and Public School Resources Profile. .4-452
- Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-453, 454
- Table 3 School Level--Community and Public School Resources Profile. 4-456
- Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-457
- Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-458

Washington County
- Table 1 Community and Public School Resources Profile. .4-466
- Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-467, 468
- Table 3 School Level--Community and Public School Resources Profile. 4-470
- Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-471
- Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-472

TABLES (continued)

Page

Wicomico County
Table 1 Community and Public School Resources Profile. .4-488
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-489, 490
Table 3 School Level--Community and Public School Resources Profile. 4-492
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-493
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-494

Worcester County
Table 1 Community and Public School Resources Profile. .4-502
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-503, 504
Table 3 School Level--Community and Public School Resources Profile. 4-506
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-507
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-508

Baltimore City
Table 1 Community and Public School Resources Profile. .4-514
Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas 4-515, 516
Table 3 School Level--Community and Public School Resources Profile. 4-518
Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled 4-519
Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled 4-520

CHAPTER 1 EDUCATIONAL ACCOUNTABILITY

1.1 Introduction to the Maryland Accountability Program Report, School Year 1973-1974

The purposes of this Chapter are to describe the background and rationale for the Maryland Accountability Program Report and to orient the readers of the Report to the primary goals that accountability in Maryland is designed to achieve. The relation of this document to the State's overall responsibility for educational accountability should be clear to the interested citizen and educator after reading this Chapter.

This Report was developed as the main instrument of disclosure of information about goals and progress toward goals in public education--required by the Maryland Educational Accountability Act--to the Governor, the General Assembly, and the public. Chapter I explains what educational accountability is. The information in this Chapter is divided into the following sections: (1) The definition of accountability: (2) the Maryland Educational Accountability Act; (3) the role of the State Board of Education; (4) the activities of the State Advisory Council on Accountability; (5) the accountability assessment instruments; (6) the State plan for educational accountability; (7) Maryland's future in accountability; and (8) Accountability Assessment results and decision making.

Prior to publishing this report, the summarized data were shared with the local school systems (the 23 counties and City of Baltimore), so that the local administrations could provide their own individual narratives in light of the assessment results. In preparing narrative materials, local administrations were invited to include discussions of:

1. Goal setting activities at the school system and individual school levels.

2. School system goals and goals for "typical" elementary and "typical" secondary schools.

3. Local results of the use of State assessment instruments.

4. Progress of schools toward system and/or school goals not covered by State assessment instruments.

5. Educational modification activities during the year and plans for further modification.

6. Unmet needs for resources to permit improvement of programs and services.

1.2 The Definition of Accountability

Simply stated, educational accountability is an attempt to disclose and explain the results achieved by public school programs. Its purposes are to promote an understanding of the relationships among the quality of education, the characteristics of educational programs, the processes of education, needed and available human and material resources, and on the basis of that understanding, to make educational improvements.

More specifically, Maryland's accountability program can be said to have six basic characteristics. First is its positive emphasis. Accountability should help identify exemplary programs, determining which are more effective than others. Recognition and dissemination of the more successful programs is to be emphasized, and formal plans must be written for the thorough study of exemplary program characteristics, which may be emulated where needed.

Second, accountability includes goal-setting, assessment, explanation, and reporting. The setting of educational goals and objectives is an important element of any accountability program. It is important to note that assessment results should be interpreted ultimately more in terms of local objectives than in terms of national or State norms.

Gradual and *deliberate* movement into an accountability program is the third characteristic of the Maryland system. Rather than attempting to develop a complete and exemplary program quickly, Maryland's goal is to progress carefully from the basic elements to a complete program.

The fourth characteristic of the program is of special interest to teachers. Accountability is *program-oriented* and not directed toward teacher evaluation. There is, in fact, much legal precedent for the invalidity of evaluating teachers on the basis of student achievement scores. It has long been recognized that many other variables (i.e., student, family and community characteristics) are also powerfully involved.

The next characteristic of Maryland's Accountability Program is the demand for an accounting by all personnel, not just by teachers. Teachers can be most effective when supplied with adequate and appropriate resources, pleasant and suitable working conditions, and effective and supportive school administrators. Accountability for providing teachers with these resources, conditions, and support falls upon personnel at all levels outside the classroom.

Sixth, accountability should be concerned with progress in the areas of attitudes, interests, and self-concepts, as well as understandings, knowledge, skills, and abilities. Development of self-esteem, concern for others, and other personally and socially positive attitudes are, as much as cognitive training, important goals in the eyes of the general public. Although it is at present difficult to assess attitudes, workable methods of observation and measurement will eventually be formulated and generally available; and the Maryland Accountability Program must be prepared to expand into this area.

1.3 The Maryland Educational Accountability Act

At this writing, some thirty states have enacted accountability legislation. Most of the remaining states have drafted plans for accountability legislation or have initiated procedures, at the state level, that will preclude the need for legislative mandates.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland and 1973 Cumulative Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act."

The overall purpose of the Act is, of course, to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of costs of instructional programs.

The Maryland Educational Accountability Act imposes several requirements for statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--State, school system, and individual school. The goals and objectives at the system level need to be in conformity with those established at the State level, and those established by individual schools need to be in keeping with those of the local system and of the State.

Also required by the Act are a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is likewise a stipulation of the Act.

The Maryland Educational Accountability Act also requires that, beginning in January 1975, a yearly Report be submitted by the State Superintendent of Schools to the Governor and to the General Assembly. This Report must include, but is not necessarily limited to, the progress made by the Maryland State Department of Education, by the local school systems, and by each individual school toward the achievement of their respective goals and objectives. The report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.4 The Role of the State Board of Education

In response to the accountability legislation enacted by the Maryland General Assembly and in accord with the six characteristics of the State's Accountability Program, the Maryland State Board of Education determined that the initial efforts of accountability should concentrate on the basic learning skills of reading, writing, and mathematics. The Board resolved that, following the specification of desired educational goals in each of these three areas, student achievement relative to each goal should be measured and then an analysis of the achievement results related to other variables, such as student ability and socioeconomic status, should be conducted.

To assist in accomplishing these three tasks, the State Board of Education appointed a State Advisory Committee on Accountability, drawing its members from a broad cross-section of the State's population. It also designated the chairman of this committee. A member of the Maryland State Department of Education was assigned as full-time executive secretary to the committee, in order to make available, as detailed accountability procedures were developed, technical services from the State Department of Education to the committee and to the local school systems.

The Advisory Committee was directed to report to the State Superintendent of Schools; and he, in turn, was to report his recommendations to the State Board of Education. The responsibilities of the Advisory Committee included the recommendation of appropriate State-level goals for each of the three basic learning skills areas and the preparation of guidelines designed to assist local school systems in collecting achievement data.

On the local school system level, each system superintendent appointed a Local Coordinator to supervise all system-level activities. Responsible to the superintendent, the Local Coordinator served as system representative in the planning and implementation of Accountability Program activities.

1.5 The Activities of the State Advisory Council on Accountability

In June of 1973, the State Advisory Council recommended to the State Board of Education certain statewide instructional goals. Also included in its statement to the Board were the recommendations that the accountability program move toward a locally based assessment procedure that focuses on the degree to which a school is successful in meeting its own goals; that a statewide testing and reporting program be developed by the Maryland State Department of Education (MSDE) to measure the attainment of statewide goals; and that the Iowa Tests of Basic Skills be used as a part of the initial statewide testing program.

1.6 Accountability Assessment Instruments

The Local Coordinators, the Advisory Committee, and the State Board of Education agreed that all systems would administer the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition and the Cognitive Abilities Test (CAT), Form 1, 1971 edition, two tests developed and published by the same company and normed on the same population. Only seven Maryland school systems were not using some edition of the Iowa Tests of Basic Skills (ITBS) at the time the tests were selected.

Support for the selection of the ITBS came from the fact that these tests are favorably reviewed in Oscar K. Buros' The Seventh Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1972) and are highly rated with regard to content coverage and statistical characteristics by the University of California, Los Angeles Center for the Study of Evaluation. Also important was the fact that the ITBS can provide criterion-referenced, as well as norm-referenced, information for instructional program analyses, in those instances where the objectives of the school coincide with the objectives being measured by the test items.

The last factor should be discussed in some detail, for an important issue debated among educators today is the adequacy of current techniques of assessment. The issue will not be neatly resolved. The issue revolves around respective values of two approaches to educational assessment--the norm-referenced and the criterion-referenced test.

A norm-referenced test is maximally useful for providing information about how students rank in relation to each other, or how schools or districts rank in relation to each other, or in any other evaluation in which one wants to be able to classify things in order from high to low and to accomplish that ranking in the most reliable fashion. The standard of "goodness" or "badness" is internal to the test; high scores are good, low scores are bad. Norm-referenced testing is analogous to traditional letter grading of students (A, B, C, D, E), for which one must make decisions about awarding students an A, B, C, D, or E.

A criterion-referenced test is maximally useful for providing information about whether students or schools have attained some objective at a pre-determined level of achievement without regard as to how students may relate to each other in their attainment. The standard of "goodness" or "badness" is external to the test; it is a human judgment of what is an acceptable performance and what is not. Criterion-referenced testing is analogous to a pass-fail type of grading--you pass if you accomplish all minimum requirements, you fail if you don't.

If one wants to gather assessment information that says, as reliably as possible, that the students in school system A, on the average, are better readers than the students in school system B, on the average, who in turn are better readers than the students in school system C, on the average, without regard as to whether any of them can read at any particular minimum level, then norm-referenced tests should be used. If, on the other hand, one wants to find out whether the students in school system A can read at a level that has been judged to be appropriate for fourth grades, and the same for students in school system B without regard to whether A surpasses B or vice versa, then a criterion-referenced test is called for.[1]

As a result of a thorough review of the points discussed above, the statistical information that was collected and analyzed for this Report consists chiefly of norm-referenced test results in the basic skills. This assessment technique is the one being used currently by all of the local school systems in Maryland. It was deemed logical that the information obtained from the norm-referenced assessment approach be analyzed and disclosed to the public as a beginning step in the Accountability Program. Statistical tables showing analyses of average school achievement scores in the basic skills, together with narrative discussions, comprise the bulk of this volume.

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[1] For almost 70 years, norm-referenced testing has been the most common technique of educational assessment, with some programs going back as far as 1913. It was then that Edward Lee Thorndike administered a criterion-referenced spelling test to the Boston Public Schools. A large group of teachers was brought together to list all of the words that a graduating eighth grade student should be able to spell correctly. In 1916, three years later, educational decision-makers wanted to know how many students spelled all the words correctly. Since few spelled all of the words correctly, the decision-makers then asked how many students got ninety percent right, how many got seventy-five percent right, and so on. The assessment technique thereby passed from a criterion-referenced to a normative-type test simply as a result of decision-makers asking different questions.

1.7 The State Plan for Implementation of Accountability

The plan for implementing the State's accountability program included a schedule of deadlines for completing the several phases of establishing goals and objectives. The first deadline was August 1, 1973, by which time the Maryland State Board of Education was to have adopted and disseminated broad statewide goals in reading, writing, and mathematics. Other scheduled deadlines were December 1, 1973, for developing and disseminating a catalogue of goals and objectives (by the Maryland State Department of Education) and June 1, 1974, for the establishment and submission of school system goals to the State Coordinator of Accountability, for review by the appropriate state goals committee.

The State implementation plan further specified that by September 1, 1974, school system goals would be reviewed and that by April 1, 1975, each school would have established its own objectives, consistent with its unique needs and in keeping with school system goals. September 1, 1975, was designated as the deadline for school systems to evaluate the objectives submitted by individual schools and to submit a narrative report to the Maryland State Department of Education on the establishment of school objectives.

The State's implementation plan required the establishment of a comprehensive and uniform statewide testing program. The plan also called for the establishment of procedures for collecting data on student, home, community, and school characteristics. The implementation plan required the establishment of procedures by which school systems would report test results and other information to the Maryland State Department of Education.

The State plan specified that the ITBS and CAT would be given, starting in the spring of 1974, to all pupils (excluding certain categories of handicapped students) in grades 3, 5, 7, and 9, except that school systems could elect to sample grades for testing (Frederick County elected to sample). More specifically, the plan designated the dates March 1 to March 31 for ITBS and CAT testing in grades 7 and 9 and the period from April 15 to May 15 for ITBS and CAT testing in grades 3 and 5. Students in ungraded classes were to be tested on the test level commensurate with their years in school, excluding kindergarten, or on the basis of their birth dates.

Conditions under which tests are given must be uniform if the results are to be valid and reliable. Test results must be reported systematically and consistently. Explicit descriptions of responsibilities at the local school system and school levels were developed to address these requirements. These descriptions and related accountability procedures appear in the MSDE's Maryland Handbook on the Accountability Assessment Program (Research Triangle Park, North Carolina: Research Triangle Institute, December 27, 1973). By November 1, 1974, according to the accountability implementation plan, the Maryland State Department of Education was to have completed the first summary analysis of all data collected up to that time.

A major assumption underlying Maryland's accountability legislation is that the analysis and interpretation of pertinent test data and other information lead to beneficial changes and modifications in instructional programs. However, it is not sufficient just to assume that the school's instructional programs become more effective and efficient because the State has an assessment program. In keeping with the Maryland Educational Accountability Act, evaluation programs must be developed and installed to determine the effect that modifications of the instructional programs have upon goal attainment. The MSDE is encouraged by the Act to assist local school systems and schools in this evaluation task by sponsoring pilot evaluation projects in selected school systems.

Adequate evaluation of instructional programs requires the use of more than just norm-referenced tests. Criterion-referenced tests in reading, writing, and mathematics must be developed or adapted for use in Maryland's public schools. The State's accountability program must be extended to other subject matter areas and to domains other than the cognitive one. There is also a need to develop effective procedures for establishing the cost of various instructional programs. Efforts are underway to develop cost analysis information which may be included in the accountability report for 1974-1975.

1.8 Maryland's Future in Accountability

It is appropriate to ask, at this writing: What is required for the future program of accountability in the State? What needs to be achieved beyond this first accountability report to the Governor and the General Assembly?

Accountability can be said to exist when the following conditions have been met: (1) the State goals of education reflect the educational needs and interests of the population; (2) current student status, recent progress, and needed improvement in each goal area are matters of public record and specific objectives for improving the current status have been adopted; (3) programs to achieve specific objectives have been implemented; and, finally, (4) the cost of programs, i.e., the cost of achieving goals and objectives, is a matter of public record.

It is necessary, therefore, to plan a course of action in keeping with these conditions, a program that can be cooperatively developed by the Local Coordinators, the State Advisory Committee for Accountability, and the MSDE. Such a plan should include a rationale for accountability and an assignment of functions to key levels of the public education system in Maryland to assure that steps toward program improvement follow the receipt of accountability information.

The rationale for accountability and assignment of functions should strengthen and maintain State-local relationships in the model system of public education established in Maryland in the past. For many years, Maryland has enjoyed a healthy balance of State and local responsibility for education. Local initiative, along with financial equalization aid and other State services, has been fruitful for public education in Maryland. This balance between State and local responsibility should not be destroyed but rather valued and fostered as the accountability program progresses.

State responsibility will need to be focused on objectives pertaining to skills specified in the State law, and local school systems should be encouraged to establish objectives and evaluation procedures patterned to local needs and local concerns in public education. The coming year 1975 will be partially devoted to involving the appropriate constituencies in the drafting of a five-year plan for accountability based on this point of view.

Implicit in the concept of accountability is the need for disclosure of all available information about the educational enterprise, communicated clearly, in a way in which the general public can develop informed opinions about the public schools and recommendations for legislation for the improvement of the quality of education in Maryland. It is in the spirit of disclosure that this report is offered.

Two recent developments will influence the nature of accountability activities in subsequent years. One is the "Ten Schools" project in accountability. As an alternative approach to accountability, ten volunteer schools are working with the Maryland State Department of Education, the Maryland State Teachers Association, and the National Education Association in an attempt to establish a process of accountability operating between the school and the immediate community. In these pilot activities, accountability is seen as a system of communication and disclosure. With the involvement of the community, each pilot school will discuss and establish understandable goals and objectives for groups of students in the basic skills of reading, writing, and mathematics. The professional staff of the pilot schools will consider teaching, as well as public information needs, in the choice of techniques used to determine students' achievement of desired objectives. The project will not depend on testing of student skills via a Statewide battery of tests to provide for accountability.

Another development which will influence the future of accountability relates to the very considerable expansion of attention to special education for handicapped students. As a result, in part, of legislation at State and federal levels and decisions in the Maryland courts, this expanded attention must include considerable emphasis on evaluation of the effectiveness of special education programs. The results of such evaluations should be included in subsequent accountability reports as efforts to improve the quality of programs progress.

1.9 Accountability Assessment Results and Decision Making

1.9.1 Models of Accountability

The ideas of accountability and assessment in education are best understood in the context of models in evaluation of educational programs. Educational programs may be considered at the State level, the school system level, and at the individual school level and are discussed in the concept of any ongoing educational activity designed to produce specified changes in the behavior of the individuals who are exposed to it. Astin and Panos have reviewed models in the evaluation of educational programs succinctly in Educational Measurement.[1]

Ideally, an evaluative study involves the collection and analysis of information regarding inputs, outputs, and operations of educational programs. These are the three conceptually distinct components of any educational program. By "inputs" is meant the talents, skills, aspirations, and other potentials for growth and learning that the student brings with him into the educational program. In addition, the characteristics of the student's family and the culture in which he lives are included in inputs.

"Outputs" refers to the student's achievements, knowledge, skills, aptitude for future learning, values, personality, interpersonal relations, and other behaviors that are likely to be influenced by the educational program.

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[1] Thorndike, Robert L. (ed.). Educational Measurement, Second Edition. Astin, Alexander W. and Panos, Robert J., "The Evaluation of Educational Programs." Washington, D.C.: American Council on Education, 1971, pp. 733-751.

"Operations" refers to those characteristics of the educational program that are capable of affecting the relevant student outputs. Included in operations are environmental experiences, educational interventions, learning experiences, learning strategies, curricula, teacher style, and instructional techniques. Educational operations comprise the entire array of environmental variables that characterize a particular educational program--the means to the achievement of the educational ends, i.e., goals of the program previously established.

1.9.2 Maryland's Approach

What is the method being used currently in Maryland in the accountability program to evaluate programs and provide decision makers with relevant information on inputs, outputs, and operations?

For the first year the approach involves essentially the measurement of inputs and outputs on a State, school system and school-by-school basis. This procedure means that for this accountability report, descriptive information is provided, not research information, and that causal information is not available to decision makers. Accordingly, great care must be exercised in not making unwarranted assumptions about causal relationships between program operations and outputs.

The reader may well ask, if this is the case and decision makers are not being provided with the information needed on inputs, outputs, and operations, why provide inadequate information? The answer is:

A. It is important to report what is known about student achievement, however limited that knowledge is, because disclosure of such information is desired by the public and by public officials, and disclosure is an important element in any accountability program. In the first year of accountability, baseline assessment data is all that can be expected.

B. The approach in Maryland has been cooperative, democratic, and evolutionary, taking a considerable period of time.

C. Resources have not been made available at the State level to permit more rapid or comprehensive movement.

D. Aside from the evaluation aspect, the information collected has important uses in that it becomes possible to determine from output information if desired changes have taken place in students. Locally, students can be given special assistance if needed, and teachers can be encouraged to modify their techniques. Input information can be used (1) in setting realistic objectives for the program, (2) in designing or modifying the specific educational operations, and (3) in assigning students to appropriate experiences within the program.

1.9.3 Limitations of ITBS in Assessing Attainment of Maryland Educational Goals[2]

The reason for selecting ITBS for the assessment instruments for the Maryland Accountability Program have been discussed elsewhere in the Report. In the interest of clarity, and in fairness to State and local subject matter specialists serving on or advisory to State goal committees in reading, writing, and mathematics and others, comments should be included concerning the degree to which ITBS addresses the goals in these three areas which have been adopted.

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[2] State goals appear in Chapter 3.

READING

In general, ITBS does not measure State Goal I: Utilize a Variety of Reading Materials. For measuring the achievement of this goal, local informal techniques would have to be developed into a valid and reliable instrument for Statewide use. State Goal II: Use a Word Recognition System is measured in a very limited way by the ITBS Vocabulary Subtest. State Goal III: Comprehend Various Reading Materials is measured by ITBS as far as literal comprehension is concerned. No known single published test measures the entire process of comprehension. State Goal IV: Meet the Reading Demands for Functioning in Society is measured in part by specific isolated items throughout the ITBS subtests. A number of Goal IV skills are not measured by ITBS. State Goal V: Select Reading as a Personal Activity is not measured by ITBS. This goal may be measured in subsequent years as the Maryland Basic Reading Mastery Test is refined and installed as a regular part of the Accountability Program and as other instruments are identified and agreed upon.

WRITING

The State goals in writing are:

- Use the writing process to communicate personal feelings and ideas, observing accepted conventions of writing
- Use the writing process to respond to the demands and obligations of society, observing accepted conventions of society
- Value writing for personal and social reasons

At best, only a portion of each of the Maryland writing goals is measured by ITBS, according to the Maryland Writing Goals Committee. ITBS, the Committee contends, does not measure the process of writing; it is a proofreading device for measuring some of the mechanics of writing. Writing is best assessed in its entirety as a finished product, not in bits and pieces that collectively do not produce the whole. In addition, the specialists note, ITBS does not test a student's own performance.

MATHEMATICS

The State Mathematics Goals Committee reports concerns about the degree to which ITBS addresses the State mathematics goals as follows:

1. All test items require the student to be able to read.
2. Some items are so worded as to be incorrect and/or confusing.
3. Each level of the problem solving section of the test requires the student to search in a cluttered picture for necessary information. Since there is a limit on the length of time a student can work, time should not be required to "find" information needed to solve the problem.
4. Almost no items measure objectives in a single goal area; therefore, results from the test may be of little or no value in determining areas of weakness.
5. Computation skills are not measured individually.
6. Some of the questions in the concept portion of the test are considered to be better included in the problem solving section.
7. The test questions measure only objectives which would be compatible with two of the six State goals.

From the comments reviewed above, it should be apparent that developmental activities must be launched to produce assessment data for subsequent accountability reports which will much more precisely provide information on the attainment of Maryland Educational Goals in reading, writing, and mathematics.

With this discussion in mind, about the nature of the present evaluation model being used for the accountability program, about the nature of descriptive information provided by test results, and about the adequacy of ITBS as a measuring device for goal attainment, the assessment information at State, school system, and school levels will hopefully be viewed in the appropriate light.

The information provided in this Report can lead to two types of decisions only and not to sweeping decisions about dramatic program modification and resource allocation. The non-intuitive types of decisions which may be made by teachers, principals, local superintendents, and State education officials and which are warranted by the assessment information for 1973-1974 follow:

- To undertake the detailed examination of educational programs in school systems and individual schools where average achievement scores are markedly above or below the national norm or were markedly high or low when compared with the performances of other Maryland schools serving students with similar characteristics of ability and/or socioeconomic status
- To provide for the preliminary review of program operations for high and low-scoring schools to suggest possible activities that can be carried out in strengthening appropriate basic skill areas.

CHAPTER 2 MARYLAND STATE DEPARTMENT OF EDUCATION OBJECTIVES

2.1 Introduction

The Maryland State Department of Education (MSDE), under the policy guidance of the State Board of Education, is responsible for the implementation of policies that improve the education of children across the State. It also has a responsibility to help local school systems implement those policies, through leadership, regulatory, and informational activities. Neither the Department nor the Board charts a lone course; both are subject to mandates and fiscal limitations imposed by the General Assembly, by the executive branch, and increasingly, by the courts. They are sensitive, too, to expressions of public opinion.

The activities of the Department have cumulative effects on the schools over extended periods of time, effects that vary in both time and impact from school system to school system. A report such as this must therefore attempt to examine a cross section of a continuum, with some elements recognizable and measureable and others less easy to label or assess at a given moment in time.

Thus, there will be instances in which the objectives MSDE has established for itself for fiscal year 1975 will not lend themselves to useful measurement after just one year. They will be part of broader, more long-range objectives. These objectives are included because they are considered to be major activities. Next year's Accountability Report will discuss the degree to which the MSDE objectives identified in this Report have been realized and will spell out MSDE objectives for fiscal 1976.

In discussing objectives for the year, MSDE does not by any means exhaust the activities in which the Department is engaged.

Many on-going activities are omitted, as are, of course, those emergency activities that always develop but which cannot be identified in advance.

Limitations in staff areas of specialization occasionally make it necessary to re-assign specialists in one area to work on higher priority activities in another area. The result is that for periods of time those staff will conduct only holding actions in their primary specializations while contributing substantially of their time to other assignments. One example is our Reading Task Force, with specialists in English, foreign languages, special education, and elementary education giving almost full time to it. In such cases, objectives in lower priority activities must be deferred.

For purposes of organization, we have divided this report into three sections: Field Activities, Support Activities, and Vocational Rehabilitation. Vocational Rehabilitation is considered separately, not because it is independent of the rest of the enterprise, but because it covers the operational spectrum including both field and support.

We have marked with an asterisk those activities that have been identified as educational priorities by the State Board of Education.

2.2 Field Activity Objectives

a) Instructional Areas

* Reading

1. Increase enrollment in adult reading classes by 20%
2. Complete preparation of revised criterion-referenced tests for basic skills

3. Prepare four film strips and manuals (primary, intermediate, junior, senior) for teachers of basic skills in functional reading
4. Initiate programs in seventeen school systems for early identification of learning problems
5. Complete preparation of guidelines by which individual schools may measure the effectiveness of their total reading program, for use in schools by Spring, 1975
6. Train 450 supervisors and principals to improve their skill in functional reading programming
7. Train 150 trainers of reading volunteers
8. Train 3000 new volunteers in reading
9. Produce 20 lessons in ITV (Instructional Television) reading Series I and 15 lessons each in series II and III, and produce teacher manuals to accompany them
10. Produce a pilot program in the ITV Reading IV series
11. Revise Adult Basic Education ITV series following evaluation by local school systems
12. Expand services of the Library for the Blind and Physically Handicapped to meet the special reading and information needs of blind college students
13. Stimulate school libraries to motivate non-readers to read by increasing popular titles in paperback, free reading periods, special collections in classrooms

Mathematics

1. Prepare for consideration by the State Board of Education a state plan for the metrication of all phases of public school operation
2. Develop a model for teacher training in metrication
3. Develop guidelines and activities for the introduction of the metric system into the mathematics curriculum
4. Produce and distribute teacher manuals for ITV series "Calculus" and "Numbers Game II" and revise appropriate lessons in "Calculus II."

Social Studies

1. Train 300 teachers to increase students' knowledge of political processes and services of local governments
2. Publish a resource guide of appropriate activities to assist the public and nonpublic schools of Maryland in their plans for celebration of the National Bicentennial

Health

1. Instruct an additional 500 teachers in the use of the new health education curriculum
2. Develop support packages to accompany the health education curriculum for use in classroom instruction and inservice training

*Environmental Education

1. Publish an interdisciplinary curriculum framework for environmental education for use by local school systems
2. Involve 5,000 secondary school students in symposia designed to instruct and promote discussion on environmental problems

Safety and Transportation

1. Develop evaluation parameters to measure program effectiveness
2. Produce instructional programs and appropriate safety messages to be broadcast over radio stations in Maryland
3. Produce a junior high school instructional television traffic safety series and a series of special programs aimed at school personnel
4. Develop two school bus driver instructional packages
5. Disseminate rules and regulations on motorcycle safety

6. Implement K-6 Safety Education Curriculum in all 24 school districts and make available to private and parochial schools based upon their interests and needs
7. Revise Bicycle Safety Program to comply with the new legislation on bicycles and distribute to the local school districts

b) General Area Objectives

Gifted and Talented Students

1. Assist six local school systems to develop programs for gifted and talented students that can be used as pilot and demonstration centers
2. Expand the program offerings in the Maryland Regional Center for the Arts to include creative writing and foreign languages

Special Education

1. Identify and provide services to 70 percent of the handicapped population requiring special education services as reported in the Special Services Information System (SSIS) Reports
2. In consortia with colleges, universities, and Local Education Agencies, provide ten percent of all teachers in Maryland with diagnostic/prescriptive teaching skills
3. Increase by 25 percent the enrollment in remedial programs of preschool children known to have impaired hearing
4. Increase the skills of 50 teachers and paraprofessionals to work with the severely and profoundly handicapped
5. Ensure that all handicapped children now enrolled in educational programs receive a free, publicly supported education
6. Increase by 75 percent the enrollment of children in the critical areas of early childhood education, career education and the low incidence areas of special education, i.e., hearing, vision, severe emotional disturbance and multiple handicaps

7. Implement projects in vocational education for 80 additional institutionalized youths
8. Implement vocational projects in two State mental institutions to prepare 45 educable and emotionally disturbed students for employment
9. Allocate funds according to formula for occupational training in community colleges, to serve 19,500 students in 210 programs

Instructional Television

1. Provide cassette service for four western Maryland counties
2. Implement ITV intern program with local school systems and the University of Maryland
3. Acquire and schedule 55 in-school television series
4. Prepare all TV specials authorized by the Department
5. Publish manuals for the following series: Way to Go, Teaching Child With Special Needs, Calculus, Do You Get the Message?, Numbers Game II, Calling Careers, and Adult Basic Education
6. Publish ITV Schedule booklet
7. Correlate State ITV programming with local system curricula
8. Conduct survey of classroom utilization of ITV programs

School Lunch

1. Expand by ten percent (to 72 percent) the number of non-program schools to which food services are extended
2. Expand present food service programs by serving meals to ten percent more children to a total of 354,000 children daily
3. Increase by 50 percent (to 5,300) the number of children in preschool centers in the food service program
4. Increase by 50 percent (to 750) food service to elderly citizens

School Community Centers

1. Provide supplementary educational and recreational programs during the evening hours and weekends for 300,000 participants in 550 centers in all 24 local school systems

General Education Development

1. Expand number of centers offering the GED tests from 16 to 18

*Human Relations

1. Provide to requesting school systems, technical assistance which will lead to the reduction of intergroup tensions, the improvement of intergroup understanding and the resolution of urgent problems stemming from racial confrontation.
2. Develop a problem-identification/conflict-intervention model that includes all elements of the school family for each school level--elementary, middle, and senior high school.
3. Sponsor, coordinate, and plan with local educational agency personnel, a one-day conference on Human Relations in Maryland.
4. Develop curriculum guide on intergroup education.
5. Train teachers in six elementary schools having a continuum of educational services to strengthen interpersonal relations in the classroom.

Library Services

1. Initiate pilot programs in six public libraries to develop Public Library Community Information and Referral programs to improve the capacity of public libraries to serve as centers for information about the community
2. Meet 80 percent of requests for films and 70 percent of requests from other libraries by the State Library Resource Center (Central Enoch Pratt Free Library)
3. Support legislation revising the public library financing law
4. Publish Master Plan for Libraries

Vocational Education

1. Provide funds by formula to support 2,010 occupational education programs (76,000 students)
2. Monitor 100 secondary and 20 postsecondary vocational programs in the State for factors contributing to low completion rate, low enrollment, and placement
3. Publish a booklet describing vocational education programs for the handicapped in Maryland
4. Provide funding to construct vocational educational facilities for 1,430 students
5. Provide 12 summer vocational programs in occupational skills for 1,200 out-of-school and secondary students
6. Publish a vocational guidance service manual to assist students in making vocational selections
7. Develop and fund nine new cooperative vocational education programs
8. Train 750 local administrators and teachers to improve competencies in the various vocational-technical areas
9. Prepare vocational education student-teacher data reports
10. Prepare high school graduate follow-up reports
11. Coordinate vocational education research in Maryland
12. Evaluate Maryland vocational education programs at the secondary, college, and adult levels

*Early Childhood Education

1. Increase enrollment and provide early childhood services to an additional 600 children in Federal Title III funded projects and State-funded projects
2. Train 150 administrators, teachers and assistants in in-service seminars focusing on needs of identified projects, i.e., language development, mathematical concepts, and development of positive attitudes on the part of project children

3. Assist LEA's in planning, developing, and utilizing curriculum materials
4. Publish quarterly newsletter on early childhood education
5. Ensure through cooperation with Maryland Service Corps that 50 percent of projects receive volunteers initially trained by the Corps
6. Determine means of early identification of children's special needs
7. Continue evaluation design involving nine counties, in cooperation with Johns Hopkins University
8. Provide opportunities for 50 percent of parents to become partners in the educational process through involvement in planning the instructional program and working with staff in school activities

Compensatory Education

1. Provide funds and technical assistance for Federally and State-funded Compensatory Education programs for 50,000 or more children in the 24 local school districts of Maryland
2. Ensure without displacement of standard support that all Federal funds allocated to Local Education Agencies under Title I of the Federal Elementary and Secondary Education Acts are utilized to provide educational services for eligible disadvantaged students
3. Implement up to four programs (400 students) of vocational work study for disadvantaged students
4. Implement vocational programs for 350 disadvantaged students in trades and industry, business and office, cooperative education, and health
5. Allocate funds according to formula to community colleges to provide 12 post-secondary occupational programs for 1,200 out-of-school and secondary students
6. Allocate formula funds to provide 280 adult vocational programs to serve 23,000 students
7. Implement eight training programs for personnel employed in State industry
8. Implement three new adult vocational educational courses to serve 60 disadvantaged adults

9. Implement three new adult vocational courses to serve 100 persons in correctional institutions
10. Ensure that schools selected in each local school district to receive funds under Title I serve attendance areas having the highest concentration of children from low-income families, and further, that the children selected within each eligible school are the most educationally deprived, as required by Federal law and regulations
11. Develop in cooperation with local education agencies a procedure for assessing the specific educational and educationally related needs of children identified as educationally disadvantaged
12. Provide a model for the informal diagnosis of reading deficiencies for use in prescribing a program of instruction in reading for each participant in a Compensatory Education program
13. Establish a resource bank of local education agency personnel who can provide technical assistance in Compensatory Education
14. Train 200 parents in the operation of district-wide parent advisory councils
15. Publish a resource handbook for parents that will provide guidance to such parents in reinforcing their children's learning in the home
16. Prepare a State evaluation report comprising measures of student performance in Compensatory Education programs, for submission to the U.S. Office of Education as required by federal regulations and to the local education agencies so that program successes and failures may be used to improve Compensatory Education programs during Fiscal Year 1976
17. Prepare a plan for implementing the State Compensatory Education program authorized by Chapter 7A of the Public School Laws of Maryland

18. Review the Baltimore City Density Aid program to ensure compliance with the State regulations pertaining to section 128B of the Public School Laws of Maryland

Pupil Services

1. Implement model guidance demonstration projects in four regions of the State
2. Train 100 Maryland educators in the use of the Socio-Psychological Approach to Drug Abuse curriculum
3. Encourage expansion of student involvement in the educative process through passage of a State Board Bylaw on Student Responsibilities and Rights and the development of 24 local documents on Students' Rights and Responsibilities
4. Encourage expansion of student involvement in the educative process so that there are (a) an increase of 25 percent in membership in the Maryland Association of Student Councils, and (b) a 25 percent increase in the number of students on State Committees.
5. Encourage inservice program development skills of LEA pupil service supervisors
6. Provide 200 counselors and other pupil services practitioners with skills in counseling youth with drug-associated problems
7. Increase skills in career guidance and placement for 45 western Maryland counselors

Adult Education

1. Increase enrollment in the Adult General Education program by 15 percent - from 98,000 to 112,000 participants
2. Design credit courses in adult education to be offered in six higher education institutions in consortia with local education agencies, colleges and universities
3. Increase the number of Local Education Agency Adult Learning Centers to fifteen

4. Increase by 20 percent the number of industrial sites or agencies which co-sponsor adult continuing education programs for employees

Innovative Programs

1. Provide Federal funds through competitive proposal evaluation to develop innovative and/or exemplary programs in local school systems in the areas of critical educational priority established by the State Board of Education in 1972; i.e., human relations, reading, early childhood education, career education, and improved teacher preparation
2. Assist each LEA in which a Federal Title III proposal has been funded to implement the proposal effectively, particularly in the areas of evaluation and fiscal accountability
3. Identify worthy innovative proposals prepared by local school systems for possible State funding support. Monitor approved projects and disseminiate information about successful activities among all local school systems

Coordination of Services

1. Conduct monthly meetings of Regional Coordination Committees to exchange information on regional and State programs, interests, needs and concerns
2. Collect, analyze, and communicate informational data regarding educational programs, in order to define and interpret the needs of the regions and local school systems and to plan appropriate actions
3. Coordinate personnel, finances and staff development activities to support educational programs, in order to eliminate duplication of effort and to ensure the convergence of resources
4. Coordinate information and services of the Department in response to specific requests made by local school systems

*Career Education

1. Provide skill in career education program development for 65 teachers and administrators in southern Maryland, as measured by post-training instruments
2. Provide 100 percent of the students in three high schools in southern Maryland with access to a comprehensive career information system
3. Make available career resource notebooks and foreign language brochures to all LEA staff responsible for career education

2.3 Support Activity Objectives

Accountability

1. Complete the dissemination of the Maryland Accountability Report to the Governor and all members of the General Assembly by January 15, 1975
2. Refine the operation of the Maryland Accountability Assessment Program (MAAP) on the basis of the evaluation of the Spring 1974 assessment experience
3. Replicate Maryland Accountability Assessment Program (MAAP) in Spring of 1975
4. Develop or identify additional instruments in mathematics and other critical areas, if funds are approved

Accounting

1. Increase the information and timeliness of accounting reports to the Department by modifying the present program-oriented information system to include accounting for prior-year expenditures

2. Improve procedure for paying invoices by developing a program for computer processing of transmittals to the Comptroller's Office

Accreditation of Institutions of Higher Education

1. Ensure that Maryland colleges and universities comply with standards established by the State Board of Education
2. Publish a listing of State-accredited Maryland colleges and universities
3. Develop a plan for the evaluation of competency-based teacher education programs

Auditing

1. Expand auditing function to include State aid programs not now under audit and assist in improvement of departmental and local policies and procedures

Automatic Data Processing

1. Operate 20 ADP applications, producing agreed-upon reports according to schedule
2. Complete the redesign of six major ADP applications
3. Develop agreed-upon FY 1975 assessment data processing system for Maryland Accountability Program

Budget and Fiscal Planning

1. Present fiscal 1976 budgets to the Department of Budget and Fiscal Planning by September 1, 1974
2. Develop computer model for State aid and School finance data
3. Train local budget and finance officers in the use of new program financial reporting methods; conditional on State Board approval of additional section of the Maryland Financial Reporting Manual

Certification of Educational Personnel

1. Provide an average of three weeks turn-around time in the evaluation of credentials and determination of certification status for all applicants for the Maryland teaching certificate

Management Information Services

1. Produce long-range design for MSDE information systems development
2. Produce project plan for the current and near future portions of the long-range design and of the local-State-Federal plan
3. Provide satisfactory continuing internal services and consultation, internal and external information system liaison

Planning

1. Develop long-range plans for the Department which are consistent with requirements of the Executive and Legislative branches of State Government
2. Train special educational services personnel from the MSDE, each county, Baltimore City, and certain State hospitals in the use of a long-range planning and evaluation model, with emphasis on those skills necessary for preparation of the five year plans required by law
3. Provide the technical planning assistance required by MSDE and local school system special educational services personnel to complete five year plans as scheduled
4. Train selected personnel from each MSDE organizational unit in the use of a long-range planning and evaluation model with emphasis on those skills required to complete one and five year plans for the Department
5. Provide for each local system requesting such service a program to train two staff members to train other LEA personnel in the use of a basic planning and evaluation model
6. Coordinate MSDE planning activities with those of other State agencies having common goals and objectives

Personnel Services

1. Review all professional personnel records, request transcripts of employment records from other agencies where necessary, and initiate requests to the Department of Personnel for revision of entrance-on-duty dates, where appropriate, for establishing eligibility for service credit and related sick and annual leave benefits, as provided in latest revisions of the law
2. Prepare data cards including information on race, sex, salary, job assignment, and job location for all employees, in compliance with Federal law
3. Complete review of all merit system positions to verify appropriate classification
4. Hold vacancy rate to a level of four percent

Publications

1. Publish by deadline the Laws, Directory of Public Education, as well as curriculum guides, special information brochures and other printed materials needed by the Department

Research and Evaluation

1. Provide consultative services to elements of State and Local Education administrations in research and evaluation, to the limits of available resources
2. Develop assessment component of the Maryland Accountability Program
3. Publish "Review of Educational Research"
4. Develop survey forms to gather data from local school systems to comply with Federal regulations relating to Title I of the Elementary and Secondary Education Act.

School Construction

1. Advise and assist in the preparation of educational specifications on 60 percent of projects approved for State funding, using a team consisting of an education consultant, architect, and equipment specialist or staff personnel; and participate in the review of schematic designs for 90 percent of State-funded projects
2. Improve planning skills of all local facilities planners through a Statewide conference followed by a series of seminars
3. Develop an evaluating instrument to measure how well school facilities in use respond to environment envisioned at the time of design

Statistical Services

1. Publish Facts About Maryland Public Education, Annual Statistical Review, and Federal Program Expenditures
2. Provide consultative services to elements of the MSDE in statistical services, including forms administration
3. Administer pupil, staff, financial and transportation statistical information systems
4. Complete statistical reports required by the Federal government and the National Education Association
5. Complete recurring statistical publications (enrollment, staff, finance, salary schedules.)

2.4 Vocational Rehabilitation Objectives

Eligible disabled persons in Maryland constitute 3.2 percent of the total population. Additionally, the incidence of newly disabled occurs at an annual rate of 0.003 percent. The 1975 population of Maryland is estimated at 4,247,800 and the total eligible disabled including those newly disabled is determined to be 137,400.

The Division provides services to the disabled under three distinct categories: a) general and special rehabilitation programs, b) the Disability Determination Program, and c) the Maryland Rehabilitation Center.

a) General and Special Rehabilitation

1. To serve 39,520 disabled and rehabilitate 8,342 under Section 110 of the Rehabilitation Act of 1973
2. To serve 2,700 and rehabilitate 300 persons under the Beneficiary Rehabilitation Program
3. To serve 900 and rehabilitate 100 persons under the Supplemental Security Income
4. To serve an additional 3,105 persons under other programs and rehabilitate 503 of this number

5.* To concentrate on serving 22,000 severely disabled citizens and rehabilitating 3,400

6.* To serve 10,600 of the Public Assistance recipients and rehabilitate 1,900 of them

b) Disability Determination

1. To adjudicate 42,000 disability determinations to assess individuals' insurance entitlement under provisions of the Social Security Act and amendments of 1972
2. To refer 8,000 cases to the Division of Vocational Rehabilitation for vocational rehabilitation services

c) Maryland Rehabilitation Center

1. To admit for rehabilitation services and serve 1,050 clients
2. To achieve a daily census of 300 clients
3. To serve 75 spinal cord injured persons
4. To provide evaluation for 500 disabled persons
5. To provide training for 550 disabled persons.

CHAPTER 3 ACCOUNTABILITY INFORMATION: STATE-LEVEL

3.1 Statement of State Goals

For many years previous to the accountability movement, the goals of education were implied but seldom specified. Obviously, mastery of the basic skills for literacy has always been a goal, but many other areas of concern to citizens and educators have not consistently had goals clearly identified. The Maryland Educational Accountability Act calls for goals and objectives to be specified on the State, the local school system, and the individual school levels. Before measurable objectives can be written, the more general goals of education must be determined.

The State Plan for Educational Accountability adopted by the State Board of Education called for the recommendation, by June, 1973, of State goals in education, to be formulated by the State Advisory Committee on Accountability. Previously, a statewide needs assessment study had been conducted to determine what general goals the public at large had for public education in Maryland. In addition, the State Advisory Committee worked intensively with three goals committees. These goals committees in reading, writing, and mathematics were composed of curriculum specialists in the three basic skills. Together they drafted, redrafted, and finally agreed upon the following Statewide Goals in Reading, Writing, and Mathematics, which were recommended to, and approved by, the State Board of Education.

3.1.1 Statewide Goals in Reading, Writing, and Mathematics (Approved 6/20/73)

Students in the public school systems of Maryland, upon completion of programs in reading, writing and mathematics established by the local school, should achieve at least a minimum level of skills and should be able to use these skills in everyday life.

3.1.2 Goals in Reading

Each Maryland student who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance level for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

3.1.3 Goals in Writing

Each Maryland student who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

3.1.4 Goals in Mathematics

Each Maryland student who has achieved the objectives for Mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)

- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This category requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such background in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abtract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

This category is a combination of those mathematical abilities which are open-ended and which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also include the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics as being worthwhile -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

3.2 Accountability Data, State-Level

3.2.1 Introduction

On the following pages will be found data relative to the results of the assessment component of the Maryland Educational Accountability Program. These data provide base line information useful for comparison with reports in subsequent years. They are presented to show certain current levels of (1) selected community characteristics; (2) selected school characteristics; and (3) selected areas of pupil ability and academic achievement.

Additional State-level information related to the effectiveness of Maryland public schools is provided in Appendix C, Complementary State-Level Data. This Appendix furnishes illustrative information from:

- the Maryland Basic Skills Reading Mastery Test
- the College Entrance Examination Board (CEEB) Admission Testing Program, in which many Maryland college-bound students participated
- the Maryland High School Graduate Follow-Up Study, 1973, for students who had been graduated in the Spring 1973.

3.2.2 Definitions of Terms, Descriptions of Table Formats, Data Sources

The assessment procedures and descriptions of table formats are presented as Appendix A, Assessment Procedures Used in the Accountability Program, which can be consulted as the need arises. This Appendix, written so that the interested citizen can use it, provides:

- discussion of the instruments used in the assessment component
- definitions of terms presented in the various tables
- descriptions of the various table formats
- the sources of data presented in the tables.

3.2.3 Order of Tables

In presenting State-level (as well as local school system- and individual school-level) accountability data, it is heuristic to describe first the Community and Public School Resources Profile, which provides information on basic background factors intimately related to student performance on ability and achievement tests. Placed first, on the left-hand page, this Profile can be used by the reader as a reference source of essential background information, when examining the succeeding tables on the nonverbal ability and academic achievement test results of this assessment component.

State-level accountability assessment data, thus, are presented in the following tables:

Table 1. Community and Public School Resources Profile

Table 2. Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Average Grade Equivalence), by Skill Areas

STATE-LEVEL ACCOUNTABILITY ASSESSMENT INFORMATION

MARYLAND
GARRETT
ALLEGANY
WASHINGTON
CARROLL
BALTIMORE
HARFORD
CECIL
FREDERICK
BALTIMORE CITY
HOWARD
KENT
ANNE ARUNDEL
QUEEN ANNES
MONTGOMERY
CAROLINE
PRINCE GEORGES
TALBOT
CALVERT
DORCHESTER
CHARLES
ST. MARYS
WICOMICO
SOMERSET
WORCESTER

STATE OF MARYLAND

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
3,922,391	$11,063	20.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
911,097	$11,164	$19,079	9.7	20.1

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
24.5	19.6	92.3

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$996.11	$742.29	74.7	$26.91

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$10.27	1.0

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

STATE OF MARYLAND

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	69033	93.56	889	99.6	16.94	3.52	1.20
	5	72335	94.25	866	100.8	16.66	5.25	1.63
	7	75648	88.16	232	101.1	16.95	6.91	1.99
	9	71293	86.34	224	102.2	16.97	8.60	2.12
(2) READING COMPRE- HENSION	3	69033	93.72	889	99.6	16.94	3.57	1.29
	5	72335	94.28	866	100.8	16.66	5.31	1.55
	7	75648	88.23	232	101.1	16.95	6.93	1.84
	9	71293	86.96	224	102.2	16.97	8.42	2.06
(3) SPELLING	3	69033	93.59	889	99.6	16.94	4.06	1.42
	5	72335	94.34	866	100.8	16.66	5.56	1.79
	7	75648	88.15	232	101.1	16.95	7.06	2.17
	9	71293	86.11	224	102.2	16.97	8.56	2.32
(4) CAPITAL- IZATION	3	69033	93.60	889	99.6	16.94	3.90	1.35
	5	72335	94.35	866	100.8	16.66	5.51	1.70
	7	75648	88.07	232	101.1	16.95	7.09	2.10
	9	71293	86.01	224	102.2	16.97	8.62	2.33
(5) PUNCTUATION	3	69033	93.53	889	99.6	16.94	3.97	1.44
	5	72335	94.32	866	100.8	16.66	5.48	1.67
	7	75648	87.99	232	101.1	16.95	6.92	2.08
	9	71293	85.92	224	102.2	16.97	8.40	2.30

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

STATE OF MARYLAND

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) *	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	69033	93.59	889	99.6	16.94	3.73	1.40
	5	72335	94.33	866	100.8	16.66	5.39	1.75
	7	75648	88.03	232	101.1	16.95	7.05	2.09
	9	71293	86.04	224	102.2	16.97	8.39	2.33
(7) LANGUAGE TOTAL	3	69033	93.12	889	99.6	16.94	3.93	1.23
	5	72335	94.08	866	100.8	16.66	5.50	1.53
	7	75648	87.09	232	101.1	16.95	7.05	1.86
	9	71293	84.45	224	102.2	16.97	8.52	2.05
(8) MATHEMATICAL CONCEPTS	3	69033	93.65	889	99.6	16.94	3.62	1.05
	5	72335	94.41	866	100.8	16.66	5.62	1.51
	7	75648	88.00	232	101.1	16.95	7.32	1.80
	9	71293	96.47	224	102.2	16.97	8.86	1.99
(9) MATHEMATICAL PROBLEMS	3	69033	93.58	889	99.6	16.94	3.57	1.11
	5	72335	94.40	866	100.8	16.66	5.40	1.38
	7	75648	87.89	232	101.1	16.95	7.09	1.75
	9	71293	86.24	224	102.2	16.97	8.53	1.97
(10) MATHEMATICAL TOTAL	3	69033	93.48	889	99.6	16.94	3.61	1.02
	5	72335	94.34	866	100.8	16.66	5.53	1.36
	7	75648	87.44	232	101.1	16.95	7.23	1.68
	9	71293	85.75	224	102.2	16.97	8.72	1.88

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CHAPTER 4. ACCOUNTABILITY INFORMATION: LOCAL SCHOOL SYSTEMS AND INDIVIDUAL SCHOOLS

4.1 Introduction

4.1.1 Chapter Outline

Presented in this Chapter is information related to education accountability on the local school system level. Included are both statements on educational goals and objectives enunciated by the 24 local school systems and also local results of the statewide program of accountability assessment.

These data are presented for: (1) the local school system, for which results from individual schools within the systems having grades 3, 5, 7, or 9 (excluding special education schools) are aggregated; and (2) each such individual school within the system. For ungraded schools, results were grouped and reported by nominal grade level, depending upon pupils' birthdates or years of previous schooling, excluding kindergarten.

Chapter 4 is organized so that accountability information is presented school system-by-school system:

a. For each local school system, a statement of goals and objectives serves as introduction;

b. Then, data on the system level are shown in

Table 1. Community and Public School Resources Profile.

Table 2. Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Average Grade Equivalence) by Skill Areas.

c. Data are then reported on the individual schools within the system, in the following Tables:

Table 3.	School Level--Community and Public School Resources Profile
Table 4.	Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled.
Table 5.	Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled.

4.1.2 School-Level Tables

As was explained in Chapter 3, Community and Public School Resources Profile precedes tables on ability and achievement test results, on both the school system and individual school levels. In this way, community and school factors can be taken into account by the reader as he examines the tables on ability and achievement test data.

Table 4 provides information on achievement test results (in four skill areas of ITBS) for selected grades (3,5,7,9) in individual schools within each school system, in relation to the achievement results of other Maryland schools, at the same grade level, after the effects of ability (CAT Nonverbal scores) are statistically controlled. Table 5 presents the same information when both ability (CAT Nonverbal Scores) and socioeconomic factors (educational level of mother and level of family income), are statistically controlled. The statistical technique employed is called Regression Analysis. The rationale for using this procedure and information about the equations and computations involved appear in Appendix B, The Use of Regression Analysis in the Accountability Program.

In both Tables 4 and 5, "Difference" scores for each skill area are computed by subtracting the average ITBS score obtained by each tested grade level at each school from the Maryland Norm, the score that might be expected for that school and grade if ability and/or socioeconomic factors were controlled statistically. In order to identify "Difference" scores that may be considered arbitrarily significant for practical purposes (i.e., indicating school grades that achieve very well or very poorly), an asterisk has been placed, in the two tables, next to such "Difference" (residual) scores. The asterisk identifies grade levels in each school that have "Difference" scores lying two standard deviations above or below the mean of the distribution of the "Difference" (residual) scores; i.e., at the extreme ends of the distribution.

The following is an explanation of the symbols and abbreviations appearing on the Tables:

- SAS - Standard Age Score derived from Cognitive Abilities Test, Nonverbal Battery, Form 1, 1971 edition. The means for the national norm group for grades 3,5,7 and 9 are 100; National SD = 16.
- Average SAS - The average Standard Age Score computed by grade for the individual school.
- GE - Grade Equivalence derived from IOWA Tests of basic Skills, Form 5, 1971 edition. The medians for the school means in the national norm group for grades 3,5,7 and 9 are approximately 3.8, 5.8, 7.8, and 9.4, varying slightly for each skill area (see Appendix A). National SD for grade Equivalence not available.
- Maryland Norm - See the discussion of this term in Appendix B, The Use of Regression Analysis in the Accountability Program.
- Difference - The result of subtracting an observed average Grade Equivalance score from the Maryland norm.

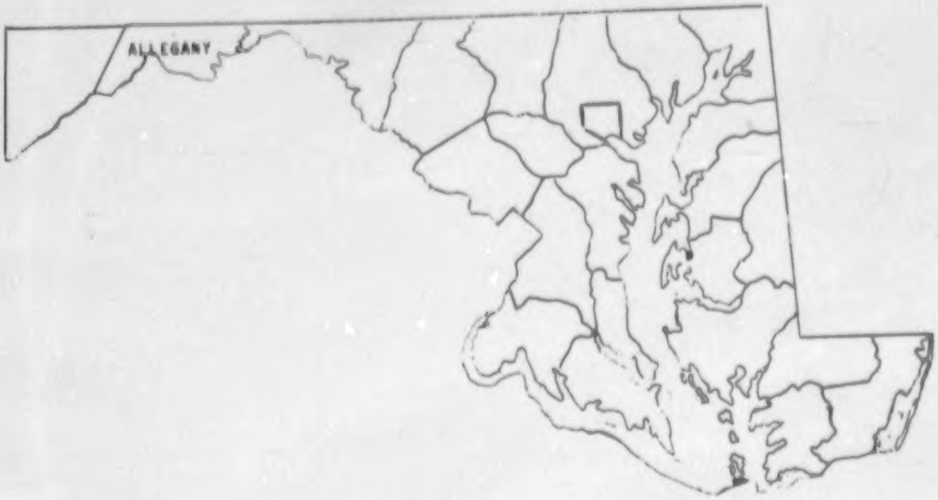
The reader is referred to Appendix A for discusssion of the measurement instruments utilized and explanation of the table formats displayed in Chapter 4.

4.1.3 Listing of Schools

Tables on individual school level accountability--Tables 3, 4, and 5--are treated as a set of intact data for each individual school. Thus, for any school system, the first 14 schools (or as many as can be fitted on a table shell) will be described by Tables 3, 4, and 5, followed by the next 14 or so schools described by their set of Tables 3, 4, and 5, and so on until all the eligible schools in a system have been reported on. Each set of tables is indexed with the schools covered in that set of Tables (e.g., Allegany County, Barton-Northeast). All schools are arranged alphabetically within three major divisions: elementary; middle/combined; secondary.

4.2 ALLEGANY COUNTY

School System Goals and Objectives



A. Goal Setting Activities. The system goals of Allegany County, which have been approved by the Maryland State Department of Education, were developed within the framework of the State-wide goals.

The local Assistant Superintendent-Instruction appointed committees in the areas of mathematics, reading, and writing. These committees were comprised of both elementary and secondary school principals, supervisors, and classroom teachers. The classroom teachers were selected from a recommended list submitted by the Allegany County Teachers' Association. Each committee developed a suggested list of system goals and of sample school and instructional objectives. These goals were submitted to the faculty of each school for discussion and recommendations. The suggestions from the schools were then sent to the committees for use in the preparation of the local system goals. After the system goals were established, each school formed committees to formulate the school objectives. These objectives are now in the process of being reviewed and will be submitted in a later report.

B. Allegany County School System Goals. Based upon the State-wide goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education,* Allegany County has developed the following Local System Goals:

In Reading each student who has completed the elementary-secondary reading program of this school system:

1.A. Should be able to identify his own purposes for using print and nonprint materials.

1.B. Should be able to select from a wide variety of available print and nonprint materials those which are suitable both in level of difficulty and in content.

2.A. Should be able to identify and apply a system he can use for recognizing words and determining their appropriate meaning. Such a system includes skills of picture, context, structural, phonic, and authority (i.e., glossary, dictionary, peer) clues.

2.B. Should be able to pronounce many words and identify their appropriate meanings.

3.A. Should be able to determine the intent of the communication by identifying the pattern of thought (e.g., style, time, mood, cause-effect, sequence) used by the author.

3.B. According to his own experiences and knowledge about the content, should be able to ask a variety of questions which cause him to think literally (i.e., reading of the lines); critically (i.e., reading between the lines); and creatively (i.e., reading beyond the lines) about material and to find suitable answers to those questions.

4.A. Should be able to follow directions.

4.B. Should be able to locate references.

4.C. Should be able to gain information.

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*See Chapter Three for the State-wide goals. The numbering of goals for each school system reflects the numbering of the State goals to which they apply.

4.D. Should be able to understand forms.

4.E. Should be able to attain personal development.

5.A. Should have a positive attitude toward reading indicated by an interest in reading and a desire to read.

In Writing each student who has completed the elementary-secondary writing program of the Allegany County School System:

1.A. Records his thoughts, feelings, and plans for his own use, observing the linguistic form, the level of usage, the rhetorical form, and the mechanics appropriate for him and for the type of writing.

1.B. Communicates his thoughts, feelings, and plans observing the linguistic form, the level of usage, the rhetorical form, and the mechanics appropriate for his audience, for his purpose, and for the occasion.

2.A. Writes in a scholastic situation, observing the linguistic form, the level of usage, the rhetorical form, and the mechanics appropriate for him, for his audience, for his purpose, and for the occasion.

2.B. Writes in a business or vocational situation, observing the linguistic form, the level of usage, the rhetorical form, and the mechanics appropriate for him, for his audience, for his purpose, and for the occasion.

2.C. Writes in a social situation, observing the linguistic form and the mechanics appropriate for him, for his audience, for his purpose, and for the occasion.

3.A. Evidences an awareness of the necessity of writing for a variety of personal and social needs appropriate for him.

3.B. Evidences the benefits and the personal satisfaction resulting from his ability to write effectively.

In Mathematics each student who has completed the elementary-secondary school mathematics program of the Allegany County School System should be able to:

1.A. Recall and identify mathematical symbols.

1.B. Recall and state mathematical facts.

1.C. Recognize and recall terms and definitions used in mathematics.

2.A. Perform basic operations.

2.B. Solve number sentences.

2.C. Obtain information from graphs, charts, tables, or manipulative devices.

2.D. Reproduce geometric figures.

3.A. Use symbols, facts, and definitions to make mathematical sentences.

3.B. Translate a mathematical sentence into a verbal sentence.

3.C. Express verbally the understanding of concepts and processes.

3.D. Explain spatial relationships using geometric concepts.

3.E. Transform a physical model to a mathematical expression.

3.F. Transform a mathematical expression to a physical model.

3.G. Transform from one mathematical representation to another.

4.A. Solve problems which are expressed in mathematical terms.

4.B. Develop a logical conclusion and/or solve a problem when given a set of facts.

5.A. Analyze a situation, establish a hypothesis, and use mathematical concepts and processes to make a decision about a personal need.

5.B. Analyze a situation, establish a hypothesis, and use mathematical concepts and processes to make decisions as a member of a group.

6.A. Recognize the value of mathematics for individual and societal uses.

6.B. Demonstrate an appreciation of the aesthetic nature of mathematics.

School System Focus. In the elementary and the secondary schools, emphasis is placed upon attaining appropriate goals and objectives in both the cognitive and the affective domains. In addition to teaching the basic skills, educators provide an instructional program which is concerned with the development of concepts and processes and with an awareness of values. In planning the educational program and in selecting the teaching materials for the program, educators have been cognizant of the individual abilities, needs, and interests of the students and Allegany County.

C. Comments on the Accountability Assessment Program Results. In the areas tested: vocabulary, reading comprehension, language, and mathematics, the results indicate that the average grade equivalence scores for Allegany County are as good as or better than the average grade equivalence scores for the State of Maryland. However, some significant score differences do exist at the individual school level.

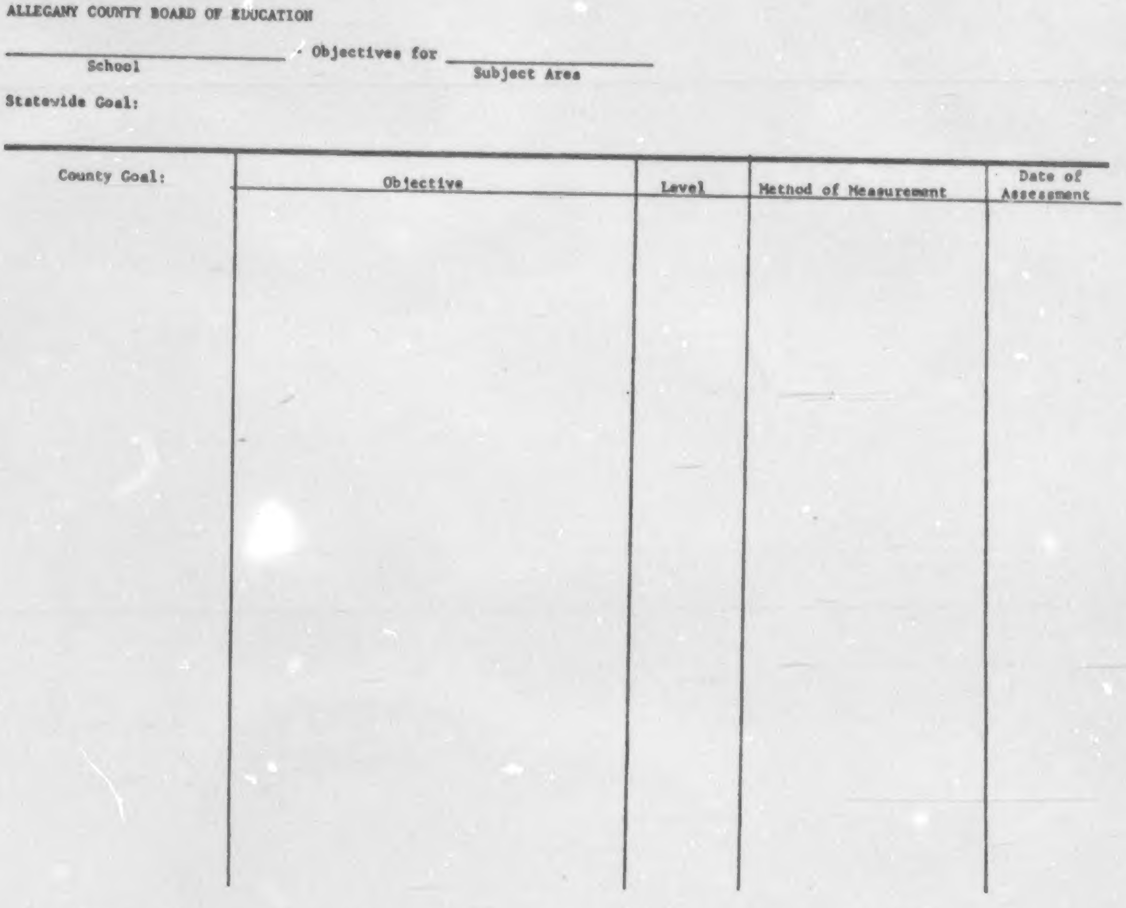
The basic purpose of assessment is to make determinations about learning programs. Our supervisors, principals, counselors, and teachers are examining the appropriate curriculum areas to explore the probable reasons for the test score variations of our students and the score variations of these students compared with other students at the same county, state, and national levels. As an example, a school which has been piloting a special mathematics program showed a consistently higher level of achievement for grades 3 and 5, suggesting that the program was, in fact, succeeding. However, three schools appear to have a significantly lower score variation in mathematics, and a close examination is being made of the program in these schools.

Although the county professionals recognize that this test may be used as an instrument to identify individual and group deficiencies by item analysis, they question the value of this test as an instrument to measure growth and achievement.

D. Progress of Schools Toward System and/or School Goals not Covered by State Assessment Instruments. In addition to teaching the basic skills that are measured by State assessment instruments, Allegany County educators are concerned with a structured, sequential writing program; a complete, balanced reading program; and a sequential, individualized mathematics program--all K-12.

At this time, all of the skill objectives of these programs are not covered by State assessment instruments. Additionally, the major aspect of the educational program--to prepare the student to function effectively as an individual and as a responsible, contributing member of society--is not covered by the State assessment instruments. This involves teaching the student to think logically, to listen and to view critically, to verbalize effectively, and to read for both profit and pleasure. Therefore, local educators are making progress in the assessment of these objectives through teacher-made tests and teacher observations in the individual schools. We are also studying the design of tests to measure growth in these learning objectives not covered in the State assessment program.

Program Modification Activities. Allegany County has provided an instrument for recording school objectives and other pertinent information.



ALLEGANY COUNTY BOARD OF EDUCATION

________________ - Objectives for ________________
School   Subject Area

Statewide Goal:

County Goal:	Objective	Level	Method of Measurement	Date of Assessment

This instrument may be used to modify school objectives whenever necessary. During the past year, the County has provided several inservice meetings to assist some educators in the interpretation and the application of the statistical information obtained from testing. Additional inservice meetings for all educators will be conducted next year. A decision was made to assess the program at the end of the third, sixth, eighth, and twelfth grades. Also, the County has requested that the State Department's program of accountability consider all system goals and all school objectives when assessment occurs.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services. Evidence exists that assessment instruments are not adequate to assess the entire instructional program in the areas of mathematics, reading, and writing. Therefore, to improve the program of accountability, Allegany County educators request that various tests and other instruments of measurement be provided in order that a more accurate and a more comprehensive assessment of the meeting of school objectives may be determined. We also request that in order to provide the public with accurate, meaningful information concerning the students' achievements, a better system of reporting the assessment be established.

Funding should be made available to provide for the assignment of a staff member whose sole responsibility will be the coordination and utilization of the assessment and accountability data. Additionally, inservice funds are needed to effectively articulate the program with all teachers.

ALLEGANY COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
84,044	$8,036	32.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.6	11.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
16,988	$10,590	$15,514	11.9	21.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
34.1	20.2	95.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$890.61	$638.94	71.9	$14.52

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.6	$5.07	0.6

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGANY COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1214	99.34	27	102.2	14.91	3.84	1.13
	5	1296	100.00	27	105.5	15.27	5.59	1.58
	7	1366	95.53	8	105.4	15.00	7.74	1.89
	9	1404	93.52	8	107.1	15.51	9.30	2.11
(2) READING COMPREHENSION	3	1214	99.34	27	102.2	14.91	3.97	1.23
	5	1296	100.00	27	105.5	15.27	5.57	1.48
	7	1366	95.53	8	105.4	15.00	7.14	1.59
	9	1404	93.52	8	107.1	15.51	8.71	1.87
(3) SPELLING	3	1214	99.34	27	102.2	14.91	4.47	1.29
	5	1296	100.00	27	105.5	15.27	5.85	1.72
	7	1366	95.53	8	105.4	15.00	7.42	2.10
	9	1404	93.52	8	107.1	15.51	8.77	2.29
(4) CAPITALIZATION	3	1214	99.34	27	102.2	14.91	4.60	1.29
	5	1296	100.00	27	105.5	15.27	6.17	1.68
	7	1366	95.53	8	105.4	15.00	7.92	2.17
	9	1404	93.52	8	107.1	15.51	9.49	2.28
(5) PUNCTUATION	3	1214	99.34	27	102.2	14.91	4.71	1.46
	5	1296	100.00	27	105.5	15.27	5.89	1.68
	7	1366	95.53	8	105.4	15.00	7.51	2.14
	9	1404	93.52	8	107.1	15.51	8.98	2.24

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

ALLEGANY COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1214	99.34	27	102.2	14.91	4.05	1.35
	5	1296	100.00	27	105.5	15.27	5.41	1.76
	7	1366	95.53	8	105.4	15.00	7.07	2.07
	9	1404	93.52	8	107.1	15.51	8.55	2.32
(7) LANGUAGE TOTAL	3	1214	99.34	27	102.2	14.91	4.46	1.19
	5	1296	100.00	27	105.5	15.27	5.83	1.53
	7	1366	95.53	8	105.4	15.00	7.48	1.90
	9	1404	93.52	8	107.1	15.51	8.95	2.05
(8) MATHEMATICAL CONCEPTS	3	1214	99.34	27	102.2	14.91	3.98	1.03
	5	1296	100.00	27	105.5	15.27	5.97	1.43
	7	1366	95.53	8	105.4	15.00	7.59	1.58
	9	1404	93.52	8	107.1	15.51	9.06	1.87
(9) MATHEMATICAL PROBLEMS	3	1214	99.34	27	102.2	14.91	3.81	1.09
	5	1296	100.00	27	105.5	15.27	5.58	1.32
	7	1366	95.53	8	105.4	15.00	7.16	1.63
	9	1404	93.52	8	107.1	15.51	8.77	1.84
(10) MATHEMATICAL TOTAL	3	1214	99.34	27	102.2	14.91	3.90	1.00
	5	1296	100.00	27	105.5	15.27	5.78	1.30
	7	1366	95.53	8	105.4	15.00	7.38	1.52
	9	1404	93.52	8	107.1	15.51	8.91	1.74

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

(BARTON - NORTHEAST)

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BARTON	K-6	249	22.6	96.8	10.0	1.0	12.5	15.0	27.3	10.7	11.3	7550.0
CENTRAL	K-6	380	22.3	96.3	16.0	1.0	11.9	20.0	29.4	12.5	11.3	7679.0
COLUMBIA STREET	1-6	271	20.8	96.1	12.0	1.0	8.5	18.0	23.1	16.1	11.5	7652.0
CORRIGANVILLE	1-6	128	32.0	96.5	3.0	1.0	13.1	10.0	50.0	11.5	11.0	7145.0
CRESAPTOWN	K-6	819	25.6	96.7	30.0	2.0	13.3	29.3	34.4	12.1	12.2	9247.0
EAST SIDE	1-6	333	21.3	96.4	14.6	1.0	9.4	35.0	25.6	21.6	11.3	7746.0
ECKHART	K-6	246	24.6	97.3	9.0	1.0	10.6	12.0	20.0	9.8	12.2	8844.0
ELLERSLIE	K-6	115	23.0	96.2	4.0	1.0	12.1	10.5	40.0	12.5	11.0	7174.0
FROST	K-6	487	27.1	96.7	17.0	1.0	17.6	22.0	27.8	7.9	12.1	7989.0
GEPHART	1-6	275	22.9	95.9	11.0	1.0	17.9	11.0	50.0	17.7	12.0	8682.0
HILL STREET	1-6	210	23.3	97.9	8.0	1.0	11.4	24.0	55.5	10.0	12.1	8271.0
JOHN HUMBIRD	NO RESOURCE DATA AS OF 9/73									23.6	9.9	6507.0
JOHNSON HEIGHTS	1-6	382	23.9	96.5	15.0	1.0	11.3	38.0	25.0	14.2	12.0	8297.0
LAVALE	1-6	222	22.2	97.2	9.0	1.0	16.4	41.0	40.0	9.1	12.4	10137.0
MCCOOLE	K-6	194	24.3	95.6	7.0	1.0	13.6	23.5	25.0	15.1	11.7	7406.0
MIDLAND	1-6	146	20.9	97.3	6.0	1.0	13.1	18.0	14.3	9.3	11.3	7911.0
MOUNT ROYAL	1-6	255	25.5	95.5	9.0	1.0	13.9	23.0	30.0	6.4	12.4	9735.0
NORTHEAST	1-6	178	22.3	96.9	7.0	1.0	11.5	21.0	37.5	16.8	11.5	8994.0

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*SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ALLEGANY COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BARTON	3 5	97.9 101.0	3.64 5.06	3.38 5.08	+.26 -.02	3.50 5.31	3.46 5.23	+.04 +.08	3.95 5.35	3.83 5.39	+.12 -.04	3.46 5.33	3.49 5.43	-.03 -.10
CENTRAL	3 5	101.4 104.4	3.48 5.02	3.58 5.31	-.10 -.29	3.63 5.28	3.68 5.47	-.05 -.19	4.28 5.73	4.04 5.62	+.24 +.11	3.69 5.58	3.67 5.66	+.02 -.08
COLUMBIA STREET	3 5	95.9 98.0	3.25 4.85	3.27 4.90	-.02 -.05	3.47 4.63	3.34 5.04	+.13 -.41	3.56 4.77	3.71 5.19	-.15 -.42	3.16 5.08	3.39 5.24	-.23 -.16
CORRIGANVILLE	3 5	102.2 101.7	3.32 5.51	3.61 5.10	-.29 +.41	3.65 5.68	3.72 5.26	-.07 +.42	4.13 6.00	4.08 5.43	+.05 +.57	3.59 5.57	3.70 5.47	-.11 +.10
CRESAPTOWN	3 5	105.4 109.9	3.91 6.03	3.85 5.79	+.06 +.24	4.05 5.84	3.96 5.92	+.09 -.08	4.63 6.22	4.30 6.02	+.33 +.20	4.07 6.25	3.89 6.06	+.18 +.19
EAST SIDE	3 5	98.0 99.6	4.30 6.63	3.39 5.00	+.91 * +1.63 *	4.31 5.40	3.47 5.14	+.84 * +.26	4.57 6.04	3.83 5.30	+.74 * +.74 *	3.92 5.41	3.50 5.35	+.42 +.06
ECKHART	3 5	106.0 107.1	3.47 5.45	3.88 5.59	-.41 -.14	3.77 5.62	4.00 5.72	-.23 -.10	5.08 5.88	4.33 5.82	+.75 * +.06	3.87 5.80	3.92 5.86	-.05 -.06
ELLERSLIE	3 5	100.4 109.6	3.90 5.18	3.51 5.62	+.39 -.44	4.02 5.35	3.61 5.79	+.41 -.44	4.34 5.95	3.97 5.96	+.37 -.11	4.10 5.55	3.61 5.99	+.49 * -.44
FROST	3 5	106.9 108.3	3.99 5.65	3.92 5.63	+.07 +.02	4.16 5.92	4.05 5.78	+.11 +.14	5.23 6.42	4.39 5.88	+.84 * +.54	4.31 6.02	3.96 5.92	+.35 +.10
GEPHART	3 5	105.9 108.2	3.92 5.45	3.87 5.64	+.05 -.19	3.86 5.49	3.98 5.78	-.12 -.29	4.37 5.87	4.32 5.89	+.05 -.02	3.94 5.90	3.91 5.93	+.03 -.03
HILL STREET	3 5	105.7 106.4	4.00 5.31	3.86 5.51	+.14 -.20	4.34 5.57	3.98 5.66	+.36 -.09	4.71 6.00	4.31 5.76	+.40 +.24	4.09 6.09	3.90 5.80	+.19 +.29
JOHN HUMBIRD	3 5	99.6 100.2	3.43 4.95	3.41 4.91	+.02 +.04	3.55 4.67	3.52 5.07	+.03 -.40	3.79 4.86	3.89 5.33	-.10 -.47	3.49 5.03	3.56 5.36	-.07 -.33
JOHNSON HEIGHTS	3 5	107.9 109.7	4.11 5.98	3.98 5.73	+.13 +.25	4.42 5.99	4.11 5.88	+.31 +.11	4.91 6.05	4.44 5.99	+.37 +.06	4.32 6.37	4.01 6.02	+.31 +.35
LAVALE	3 5	102.8 103.7	4.42 5.43	3.72 5.42	+.70 * +.01	4.46 5.72	3.80 5.53	+.66 * +.19	5.03 5.58	4.14 5.62	+.89 * -.04	4.28 5.56	3.77 5.67	+.51 * -.11
MCCOOLE	3 5	96.2 98.1	3.55 4.60	3.29 4.91	+.26 -.31	3.95 4.88	3.37 5.06	+.58 * -.18	4.48 5.24	3.74 5.18	+.74 * +.06	3.94 5.01	3.41 5.24	+.53 * -.23
MIDLAND	3 5	104.5 104.8	3.84 4.57	3.75 5.34	+.09 -.77 *	4.11 5.27	3.87 5.49	+.24 -.22	4.15 5.60	4.22 5.66	-.07 -.06	3.78 5.45	3.83 5.69	-.05 -.24
MOUNT ROYAL	3 5	100.3 108.6	3.75 5.50	3.57 5.73	+.18 -.23	3.90 5.65	3.65 5.85	+.25 -.20	4.34 6.05	4.00 5.94	+.34 +.11	3.74 5.98	3.64 5.98	+.10 +.00
NORTHEAST	3 5	99.6 104.8	3.93 5.35	3.49 5.40	+.44 -.05	3.67 5.33	3.57 5.53	+.10 -.20	4.72 5.81	3.93 5.68	+.79 * +.13	3.93 5.60	3.59 5.72	+.34 -.12

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ALLEGANY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
BARTON	3	97.9	3.64	3.41	+.23	3.50	3.46	+.04	3.95	3.82	+.13	3.46	3.52	-.06
	5	101.0	5.06	5.25	-.19	5.31	5.32	-.01	5.35	5.50	-.15	5.33	5.53	-.20
CENTRAL	3	101.4	3.48	3.63	-.15	3.63	3.69	-.06	4.28	4.04	+.24	3.69	3.71	-.02
	5	104.4	5.02	5.54	-.52	5.28	5.59	-.31	5.73	5.75	-.02	5.58	5.79	-.21
COLUMBIA STREET	3	95.9	3.25	3.28	-.03	3.47	3.33	+.14	3.56	3.69	-.13	3.16	3.41	-.25
	5	98.0	4.85	4.99	-.14	4.63	5.08	-.45	4.77	5.27	-.50	5.08	5.31	-.23
CORRIGANVILLE	3	102.2	3.32	3.68	-.36	3.65	3.75	-.10	4.13	4.09	+.04	3.59	3.75	-.16
	5	101.7	5.51	5.31	+.20	5.68	5.38	+.30	6.00	5.55	+.45	5.57	5.59	-.02
CRESAPTOWN	3	105.4	3.91	3.89	+.02	4.05	3.96	+.09	4.63	4.29	+.34	4.07	3.93	+.14
	5	109.9	6.03	6.02	+.01	5.84	6.04	-.20	6.22	6.17	+.05	6.25	6.20	+.05
EAST SIDE	3	98.0	4.30	3.41	+.89 *	4.31	3.47	+.84 *	4.57	3.83	+.74 *	3.92	3.52	+.40
	5	99.6	6.63	5.13	+1.50 *	5.40	5.21	+.19	6.04	5.39	+.65	5.41	5.43	-.02
ECKHART	3	106.0	3.47	3.93	-.46	3.77	4.00	-.23	5.08	4.32	+.76 *	3.87	3.96	-.09
	5	107.1	5.45	5.78	-.33	5.62	5.81	-.19	5.88	5.96	-.08	5.80	5.99	-.19
ELLERSLIE	3	100.4	3.90	3.57	+.33	4.02	3.63	+.39	4.34	3.97	+.37	4.10	3.65	+.45 *
	5	109.6	5.18	5.99	-.81 *	5.35	6.01	-.66 *	5.85	6.15	-.30	5.55	6.17	-.62 *
FROST	3	106.9	3.99	3.99	+.00	4.16	4.06	+.10	5.23	4.38	+.85 *	4.31	4.01	+.30
	5	108.3	5.65	5.88	-.23	5.92	5.91	+.01	6.42	6.05	+.37	6.02	6.08	-.06
GEPHART	3	105.9	3.92	3.92	+.00	3.86	3.99	-.13	4.37	4.32	+.05	3.94	3.96	-.02
	5	108.2	5.45	5.87	-.42	5.49	5.90	-.41	5.87	6.04	-.17	5.90	6.07	-.17
HILL STREET	3	105.7	4.00	3.91	+.09	4.34	3.98	+.36	4.71	4.30	+.41	4.09	3.94	+.15
	5	106.4	5.31	5.72	-.41	5.57	5.75	-.18	6.00	5.91	+.09	6.09	5.94	+.15
JOHN HUMBIRD	3	99.6	3.43	3.52	-.09	3.55	3.57	-.02	3.79	3.93	-.14	3.49	3.61	-.12
	5	100.2	4.95	5.18	-.23	4.67	5.25	-.58	4.86	5.43	-.57	5.03	5.48	-.45
JOHNSON HEIGHTS	3	107.9	4.11	4.05	+.06	4.42	4.13	+.29	4.81	4.44	+.37	4.32	4.06	+.26
	5	109.7	5.98	6.00	-.02	5.99	6.02	-.03	6.05	6.16	-.11	6.37	6.18	+.19
LAVALE	3	102.8	4.42	3.72	+.70 *	4.46	3.79	+.67 *	5.03	4.12	+.91 *	4.28	3.79	+.49 *
	5	103.7	5.43	5.48	-.05	5.72	5.54	+.18	5.58	5.70	-.12	5.56	5.74	-.18
MCCOOLE	3	96.2	3.55	3.30	+.25	3.95	3.35	+.60 *	4.48	3.71	+.77 *	3.94	3.42	+.52 *
	5	98.1	4.60	5.00	-.40	4.88	5.08	-.20	5.24	5.28	-.04	5.01	5.32	-.31
MIDLAND	3	104.5	3.84	3.83	+.01	4.11	3.90	+.21	4.15	4.23	-.08	3.78	3.88	-.10
	5	104.8	4.57	5.58	-1.01 *	5.27	5.63	-.36	5.60	5.78	-.18	5.45	5.82	-.37
MOUNT ROYAL	3	100.3	3.75	3.56	+.19	3.90	3.62	+.28	4.34	3.97	+.37	3.74	3.65	+.09
	5	108.6	5.50	5.91	-.41	5.65	5.93	-.28	6.05	6.07	-.02	5.98	6.10	-.12
NORTHEAST	3	99.6	3.93	3.52	+.41	3.67	3.57	+.10	4.72	3.93	+.79 *	3.93	3.61	+.32
	5	104.8	5.35	5.58	-.23	5.33	5.63	-.30	5.91	5.78	+.03	5.60	5.82	-.22

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(PARKSIDE - WASHINGTON JR)

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
PARKSIDE	1-6	445	26.2	95.9	16.0	1.0	10.2	40.0	23.5	3.8	12.4	10154.0
PENNSYLVANIA AVE	1-6	593	16.5	96.9	34.0	2.0	12.1	17.3	27.8	19.7	10.3	7304.0
PINEY PLAINS	1-6	81	27.0	97.3	2.0	1.0	12.0	9.0	33.3	14.0	10.3	6533.0
THOMAS G PULLEN	K-6	212	26.5	96.7	7.0	1.0	17.1	22.0	62.5	8.0	11.9	8145.0
WEST SIDE	1-6	320	20.8	96.4	14.4	1.0	11.0	22.0	22.1	15.2	12.1	8099.0
WESTERNPORT	K-6	489	23.3	95.4	20.0	1.0	11.5	19.0	23.8	18.1	11.7	7406.0
FLINTSTONE ELEM	K-12	497	20.7	94.5	22.0	2.0	9.8	19.7	37.5	11.2	10.4	6579.0
MT SAVAGE	K-12	862	19.6	95.2	42.0	2.0	9.4	30.5	47.7	12.2	11.2	7253.0
OLDTOWN ELEM	K-12	509	18.9	96.1	25.0	2.0	8.9	13.7	29.6	15.5	10.6	7091.0
ALLEGANY SR HI	9-12	1405	20.7	93.9	65.0	3.0	11.9	21.0	41.2	10.6	12.2	8939.0
BEALL HIGH	7-12	1232	22.4	96.5	52.0	3.0	13.5	21.0	50.9	10.7	12.0	8153.0
BRADDOCK JR HI	7-8	727	18.2	95.5	38.0	2.0	10.9	17.5	42.5	10.6	12.2	8943.0
FORT HILL SR HI	9-12	1583	21.7	93.6	70.0	3.0	12.5	22.3	42.5	17.4	11.2	7801.0
BRUCE SR JR HIGH	7-12	801	20.5	94.3	37.0	2.0	14.9	20.5	41.0	14.8	11.7	
VALLEY SR JR	7-12	717	19.9	95.0	34.0	2.0	13.3	24.0	47.2	10.7	11.4	7745.0
WASHINGTON JR HIGH	7-8	818	19.0	95.5	42.0	1.0	12.6	23.0	39.5	17.3	11.2	7794.0

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‡SEE APPENDIX A FOR DEFINITION OF TERMS.

(PARKSIDE - WASHINGTON JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ALLEGANY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
PARKSIDE	3	113.7	4.40	4.34	+.06	4.65	4.49	+.16	5.31	4.80	+.51	4.71	4.32	+.39
	5	113.8	6.34	6.09	+.25	6.22	6.21	+.01	6.56	6.31	+.25	6.35	6.34	+.01
PENNSYLVANIA AVE	3	100.5	3.85	3.49	+.36	3.87	3.59	+.28	4.28	3.95	+.33	4.04	3.61	+.43
	5	106.3	5.47	5.36	+.11	5.72	5.53	+.19	5.58	5.75	-.17	5.79	5.78	+.01
PINEY PLAINS	3	94.9	3.62	3.16	+.46	3.64	3.24	+.40	3.82	3.62	+.20	3.48	3.32	+.16
	5	100.4	4.70	4.95	-.25	4.92	5.12	-.20	4.90	5.34	-.44	5.05	5.37	-.32
THOMAS G PULLEN	3	100.7	3.68	3.57	+.11	3.72	3.66	+.06	4.10	4.01	+.09	4.04	3.64	+.40
	5	106.4	5.79	5.50	+.29	6.25	5.65	+.60 *	6.53	5.76	+.77 *	6.42	5.80	+.62 *
WEST SIDE	3	95.8	4.75	3.29	+1.46 *	4.50	3.36	+1.20 *	5.20	3.72	+1.48 *	3.97	3.40	+.57 *
	5	104.5	6.26	5.38	+.88 *	6.12	5.53	+.59 *	6.70	5.63	+1.07 *	6.45	5.67	+.78 *
WESTERNPORT	3	99.7	3.76	3.49	+.27	3.95	3.59	+.36	4.37	3.95	+.42	3.76	3.59	+.17
	5	104.3	6.09	5.32	+.77 *	5.55	5.48	+.07	5.78	5.60	+.18	5.79	5.65	+.14
FLINTSTONE ELE	3	96.8	3.50	3.27	+.23	3.95	3.36	+.59 *	4.10	3.74	+.36	3.65	3.42	+.23
	5	104.8	5.17	5.24	-.07	5.33	5.42	-.09	5.12	5.63	-.51	5.64	5.66	-.02
	7	104.2	10.54	7.15	+3.39*	7.34	7.21	+.13	10.48	7.18	+3.30*	6.98	7.49	-.51
	9	103.5	11.37	8.42	+2.95*	8.50	8.54	-.04	10.96	8.41	+2.55*	7.70	8.75	-1.05*
MT SAVAGE	3	98.0	3.21	3.38	-.17	3.29	3.46	-.17	3.52	3.83	-.31	3.21	3.49	-.28
	5	98.5	4.49	4.90	-.41	4.65	5.05	-.40	4.70	5.21	-.51	4.78	5.26	-.48
	7	102.9	9.15	7.00	+2.15 *	6.71	7.07	-.36	7.62	7.04	+.58	6.68	7.29	-.61 *
	9	105.7	8.80	7.68	+1.12 *	8.32	8.76	-.44	9.07	8.60	+.47	8.32	8.95	-.63
OLDTOWN ELEM	3	101.5	3.61	3.55	+.06	3.60	3.66	-.06	3.88	4.02	-.14	3.54	3.67	-.13
	5	108.2	5.55	5.50	+.05	5.52	5.67	-.15	5.73	5.87	-.14	5.37	5.90	-.53
	7	104.9	9.55	7.23	+2.32*	6.69	7.28	-.59	6.74	7.24	-.50	6.81	7.55	-.74*
	9	106.8	8.03	8.76	-.73	8.27	8.92	-.65	8.03	8.71	-.68	8.47	9.10	-.63
ALLEGANY SR HI	9	107.4	9.38	8.96	+.42	8.87	8.94	-.07	9.04	8.79	+.25	9.06	9.12	-.06
BEALL HIGH	7	105.3	7.06	7.24	-.18	7.08	7.28	-.20	7.06	7.22	-.16	7.32	7.44	-.12
	9	106.5	8.61	8.83	-.22	8.70	8.83	-.13	8.61	8.68	-.07	8.90	9.01	-.11
BRADDOCK JR HI	7	106.8	7.32	7.41	-.09	7.40	7.44	-.04	7.87	7.37	+.50	7.57	7.60	-.03
FORT HILL SR HI	9	108.2	9.86	8.95	+.91 *	8.74	9.06	-.32	9.24	8.84	+.40	8.92	9.23	-.31
BRUCE SR JR	7	107.9	8.57	7.50	+1.07*	6.94	7.53	-.59	7.49	7.43	.06	7.34	7.70	-.36
	9	104.5	11.00	8.59	+2.41*	8.66	8.60	+.06	9.02	8.48	+.54	8.79	8.80	-.01
VALLEY SR JR	7	102.3	11.35	6.95	4.40*	8.50	7.01	+1.49*	9.90	7.01	+2.89*	7.52	7.23	.29
	9	105.1	8.47	8.66	-.19	8.57	8.70	-.13	8.54	8.57	-.03	9.05	8.90	+.15
WASHINGTON JR HIGH	7	104.9	8.11	7.22	+.89 *	7.05	7.27	-.22	7.31	7.23	+.08	7.41	7.50	-.09

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(PARKSIDE - WASHINGTON JR)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ALLEGANY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
PARKSIDE	3	113.7	4.40	4.42	-.02	4.65	4.51	+.14	5.31	4.80	+.51	4.71	4.38	+.33
	5	113.8	6.34	6.35	-.01	6.22	6.35	-.13	6.96	6.87	+.09	6.35	6.49	-.14
PENNSYLVANIA AVE	3	100.5	3.85	3.57	+.28	3.87	3.63	+.24	4.28	3.98	+.30	4.04	3.66	+.38
	5	106.3	5.47	5.71	-.24	5.72	5.75	-.03	5.58	5.90	-.32	5.79	5.93	-.14
PINEY PLAINS	3	94.9	3.62	3.22	+.40	3.64	3.26	+.38	3.82	3.63	+.19	3.48	3.35	+.13
	5	100.4	4.70	5.20	-.50	4.92	5.27	-.35	4.87	5.45	-.58	5.05	5.49	-.44
THOMAS & PULLEN	3	100.7	3.68	3.59	+.09	3.72	3.65	+.07	4.10	3.99	+.11	4.04	3.67	+.37
	5	106.4	5.79	5.72	+.07	6.25	5.75	+.50	6.53	5.91	+.62	6.42	5.94	+.48
WEST SIDE	3	95.8	4.75	3.27	+1.48 *	4.56	3.32	+1.24 *	5.20	3.69	+1.51 *	3.97	3.40	+.57 *
	5	104.5	6.26	5.55	+.71	6.12	5.60	+.52	6.70	5.76	+.94 *	6.45	5.80	+.65 *
WESTERNPORT	3	99.7	3.76	3.52	+.24	3.95	3.58	+.37	4.37	3.93	+.44	3.76	3.62	+.14
	5	104.3	6.09	5.54	+.55	5.55	5.58	-.03	5.78	5.75	+.03	5.79	5.78	+.01
FLINTSTONE ELEM	3	96.8	3.50	3.34	+.16	3.95	3.39	+.56	4.10	3.75	+.35	3.65	3.46	+.19
	5	104.8	5.17	5.58	-.41	5.33	5.63	-.30	5.12	5.78	-.66	5.64	5.82	-.18
	7	104.2	10.54	7.28	+3.26*	7.34	7.28	+.06	10.48	7.33	+3.15*	6.98	7.54	-.56
	9	103.5	11.37	8.76	+2.61*	8.50	8.61	-.11	10.96	8.66	+2.30*	7.70	8.87	-1.17*
MT SAVAGE	3	98.0	3.21	3.41	-.20	3.29	3.47	-.18	3.52	3.83	-.31	3.21	3.52	-.31
	5	98.5	4.49	5.04	-.55	4.65	5.12	-.47	4.70	5.31	-.61	4.78	5.35	-.57 *
	7	102.9	9.15	7.13	+2.02 *	6.71	7.15	-.44	7.62	7.21	+.41	6.68	7.42	-.74 *
	9	105.7	9.80	9.02	+.78	8.32	8.87	-.55	9.07	8.87	+.20	8.32	9.11	-.79 *
OLDTOWN ELEM	3	101.5	3.61	3.64	-.03	3.60	3.70	-.10	3.88	4.04	-.16	3.54	3.71	-.17
	5	108.2	5.55	5.87	-.32	5.52	5.90	-.38	5.73	6.04	-.31	5.37	6.07	-.70*
	7	104.9	9.55	7.35	+2.20*	6.69	7.35	-.66*	6.74	7.39	-.65	6.81	7.60	-.79*
	9	106.8	8.03	9.14	-1.11*	8.27	9.00	-.73	8.03	8.98	-.95*	8.47	9.23	-.76*
ALLEGANY SR HI	9	107.4	9.38	9.21	+.17	8.87	9.07	-.20	9.04	9.04	+.00	9.06	9.30	-.24
BEALL HIGH	7	105.3	7.06	7.40	-.34	7.08	7.39	-.31	7.06	7.42	-.36	7.32	7.64	-.32
	9	106.5	8.61	9.11	-.50	8.70	8.97	-.27	8.61	8.95	-.34	8.90	9.20	-.30
BRADDOCK JR HI	7	106.8	7.32	7.56	-.24	7.40	7.54	-.14	7.87	7.56	+.31	7.57	7.78	-.21
FORT HILL SR HI	9	108.2	9.86	9.30	+.56	8.74	9.17	-.43	9.24	9.12	+.12	8.92	9.39	-.47
BRUCE SR JR	7	107.9	8.57	7.68	+.89*	6.94	7.65	-.71*	7.49	7.65	-.16	7.34	7.88	-.54
	9	104.5	11.00	8.88	+2.12*	8.66	8.73	-.07	9.02	8.75	+.27	8.79	8.98	-.19
VALLEY SR JR	7	102.3	11.35	7.07	+4.28*	8.50	7.09	+1.41*	9.90	7.16	+2.74*	7.52	7.36	+.16
	9	105.1	8.47	8.95	-.48	9.57	8.80	-.23	8.54	8.81	-.27	9.05	9.05	.00
WASHINGTON JR HIGH	7	104.9	8.11	7.35	+.76	7.05	7.35	-.30	7.31	7.39	-.08	7.41	7.60	-.19

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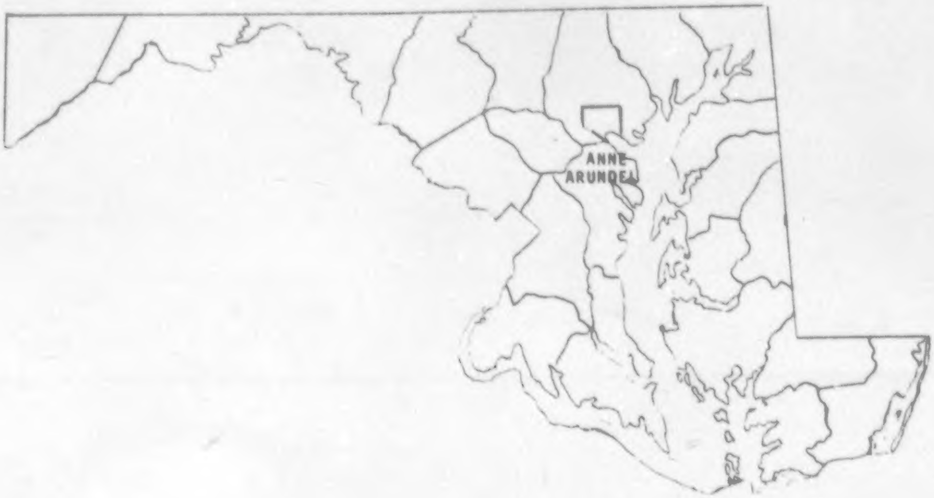
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.3 ANNE ARUNDEL COUNTY

School System Goals and Objectives



A. Goal Setting Activities. The Anne Arundel County Public Schools, in accordance with legislative mandate, is actively developing and implementing a program of public accountability. County-wide goals and objectives in reading, writing, and mathematics have been completed. These were developed by committees of teachers, administrators, coordinators, parents, and students under the leadership of the appropriate program coordinator.

The goals in each of these three program areas, as adopted by the Board of Education, are county-wide goals applicable for all schools. These goals are also compatible with the overall "Goals for Instruction" of the local Board of Education and the appropriate program goals adopted by the State Board of Education.

B. Anne Arundel County School System Goals. Based upon the State-wide Goals in reading, writing, and mathematics, adopted by the Maryland State Board of Education, Anne Arundel County has developed the following Local System Goals:

The Reading program is designed to meet the needs of the students of Anne Arundel by enabling them to:

1. Develop the ability to select and utilize materials for meeting cultural and practical purposes. Students must be able to use a variety of print and non-print resources to locate information suitable to purposes and to select materials according to level of difficulty and content. They must be able to organize and utilize information they read. These skills will enable them to function in society.

2. Develop individual decoding systems which can be utilized independently. The achievement of this goal enables students to perform two tasks which are basic to success in reading. First, students must have the skills to apply their individual decoding systems for recognizing unfamiliar printed words. Their systems might include the use of context, structural and phonic clues. Then they can instantaneously and simultaneously pronounce words and determine meaning in context.

3. Develop skills necessary to attain the level of comprehension suitable to task and type of material. Since levels of comprehension are affected by purposes and types of materials, students must be able to identify personal purposes for reading. They must be able to recognize and relate facts to their backgrounds of experiences and concepts. They must be able to utilize their intellectual curiosity and previous experience and knowledge in order to develop the ability to ask questions while reading. Additionally, they should be able to use facts to interpret information and apply their interpretation to problematic or creative situations.

4. Derive satisfaction from reading through the development of interest, desire, and habit. As students achieve this goal, they can and do read. When a student chooses reading as a self-selected activity, finds it a satisfying experience, and continues reading as an adult, reading goals have been met.

In Writing the program is designed to meet the needs of the students of Anne Arundel County be enabling them to:

1. Understand the need for writing in the everyday life of every person.

2. Combine and organize thoughts in written form for effective communication.

3. Express or record ideas, information and feelings in writing, adapting style, form, and language usage to the different purposes for writing.

4. Utilize spelling, punctuation, and other mechanics of English as devices for effective written communication.

In Mathematics the program is designed to meet the needs of the students of Anne Arundel County by enabling them to:

1. Understand numbers, number properties and numeration systems.

2. Perform numerical and algebraic operations.

3. Understand and apply the concepts of measurement and probability.

4. Understand and use graphs.

5. Understand geometric relationships and apply formulas and theorems.

Objective Setting Activities. Specific measurable county-wide objectives* under each program goal in reading, writing and mathematics were also prepared as county-wide objectives for all schools. These are overall objectives of the programs for "average" students. They have been divided for each program into four levels: Kindergarten through Grade 2; Grades 3 through 5, Grades 6 through 8, and Grades 9 through 12.

Personnel at each of these levels in each school have begun a needs assessment in September, 1974 to determine and list specific objectives in reading, writing, and mathematics appropriate for the students and in keeping with the approved objectives for the county. Each school has four options:

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*It is understood and so stated by the Board of Education that the establishing of specific objectives by schools does not guarantee that all children will be able, or expected to master all objectives. However, establishing objectives does commit the school to plan programs of instruction that permit each student to progress and to attain a level of mastery appropriate for the learner. The word "appropriate" refers to rate of learning and depth of understanding and application of learning.

- accept the county objectives as local school objectives
- select certain objectives from the county list as priorities for the school
- revise some or all of the objectives from the county list to achieve greater specificity
- refine some or all of the objectives from the county list to achieve greater clarification

To assist in the needs assessment process, data for determining student needs in reading, writing and mathematics are being obtained from three sources:

- Professional Staff - what do we, as professional teachers, think the student needs to know?
- Students - what do our students in this school think they need to know?
- Parents - what do the parents of the students in this school think their youngsters need to know? (In September, 1974, a criterion-referenced test in reading and mathematics was given county-wide at several grade levels to supplement needs assessment information available from local school diagnostic testing.)

In addition, county and area office personnel have been available to assist local schools with:

- obtaining data for needs assessment
- planning management strategies
- interpreting State and county goals and objectives
- determining appropriate objectives
- evaluating present programs in light of stated objectives
- planning or revising program as needed

In February, 1975, each school will submit in writing to the Associate Superintendent for instruction a statement of objectives by level in reading, writing, and mathematics, as adopted by the school. In turn, these will be submitted to the Maryland State Department of Education in April, 1975, after approval by the local Board of Education. These objectives will be reviewed and analyzed periodically as needed.

Beyond the accountability activities legislated at the State level, county-wide general goals have also been set as of June, 1974, in all other program areas beyond reading, writing, and mathematics. These include goals for instructional programs such as Social Studies and Science, as well as goals for service programs such as Counseling.

Specific measurable objectives for all of these other program areas are scheduled for completion in June, 1975.

Once objectives have been set, the next step is to measure the extent to which these objectives have been met. Our plans provide for the development of measuring instruments to determine the extent to which students in each school are achieving the objectives set by that school. Tests to measure the achievement of our objectives in reading, writing, and mathematics are scheduled for completion in June, 1976. Means of measuring the achievement of objectives in all other program areas are scheduled to be developed by December, 1977.

C. Comments on the Accountability Assessment Program Results.

In the meantime, it is still necessary to get some idea of the achievement level of our students. During the past school year, the Iowa Tests of Basic Skills was used for that purpose. Although the ITBS does not relate well to our goals and objectives (especially in the area of mathematics) it does provide a general measure of basic skills achievement in reading, writing, and mathematics.

The ITBS results, in grade equivalence (GE) units, reveal how well the students scored on the test. The advantage of the reporting system chosen by the State Department of Education is that it allows us to hold constant the effects of student ability and socio-economic background. Thus, by reading the column labeled "Difference", we can get a first, crude measure of the effect of schools and programs on student achievement.

In Anne Arundel County, these test scores are just about what we expected. Our schools performed best on the Vocabulary, Reading Comprehension, and Language sub-tests in grades 3 and 5. This probably reflects the emphasis we have given to allocating resources to the elementary school reading program.

Overall, our schools did not perform as well as other schools in the State in Arithmetic.* We are currently implementing a revised Mathematics curriculum in the county, adding a few new schools to the program each year. As this program is implemented in more of our schools at all grade levels, improvements in mathematics achievement are expected.

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*For both this paragraph and the one below, the emphasis must be on the word "overall." For even though "on the average" our schools do not exceed State averages, we nevertheless have several high achieving schools which exceed State averages by a considerable margin.

Overall, also, our schools did not perform as well as other schools in the State in any subject area at the junior high school level. This, too, may be a result of the emphasis we have given to elementary school programs in recent years. Beginning this year, we hope to give more emphasis to junior high programs. For example, specifically related to the reading/writing areas, we have added several reading resource teachers at the junior high level. As a result of these and other program adjustments, we also expect achievement at the junior high level to improve in future years.

D. Unmet Needs For Resources to Permit Improvement of Programs and Service. Finally, speaking again on an overall level, the expenditure per pupil in Anne Arundel County has consistently been about $100 per pupil below the State average. For an elementary school of about 600, this means that were we just able to spend at the State average, that school would have about $60,000 per year to devote to improving programs for the students in that school. And since our teacher salaries are already among the highest in the State, this means that the $60,000 would be available to reduce class size and purchase additional materials and equipment. There can be no doubt that this too would have a positive effect on our students' achievement levels.

ANNE ARUNDEL COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
297,539	$11,478	15.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.2	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
78,172	$11,128	$17,838	8.6	18.4

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
19.2	20.0	90.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$900.40	$698.91	77.8	$26.61

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.9	$11.92	1.3

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	5818	97.97	73	100.2	15.51	3.57	1.14
	5	6347	97.31	72	100.3	14.68	5.40	1.50
	7	6662	93.23	13	102.3	15.65	6.96	1.84
	9	6132	93.02	13	103.6	25.69	8.54	2.04
(2) READING COMPRE-HENSION	3	5818	97.97	73	100.2	15.51	3.61	1.23
	5	6347	97.31	72	100.3	14.68	5.36	1.44
	7	6662	93.23	13	102.3	15.65	6.93	1.70
	9	6132	93.02	13	103.6	15.69	8.42	1.95
(3) SPELLING	3	5818	97.80	73	100.2	15.51	4.10	1.37
	5	6347	96.94	72	100.3	14.68	5.54	1.73
	7	6662	93.38	13	102.3	15.65	6.99	2.14
	9	6132	92.71	13	103.6	15.69	8.40	2.32
(4) CAPITAL-IZATION	3	5818	97.78	73	100.2	15.51	4.35	1.31
	5	6347	96.94	72	100.3	14.68	5.36	1.58
	7	6662	93.38	13	102.3	15.65	6.85	2.03
	9	6132	92.71	13	103.6	15.69	8.24	2.32
(5) PUNCTUATION	3	5818	97.78	73	100.2	15.51	3.84	1.35
	5	6347	96.94	72	100.3	14.68	5.33	1.57
	7	6662	93.38	13	102.3	15.65	6.70	2.02
	9	6132	92.71	13	103.6	15.69	8.11	2.33

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

ANNE ARUNDEL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	5818	97.78	73	100.2	15.51	3.67	1.38
	5	6347	96.94	72	100.3	14.68	5.38	1.74
	7	6662	93.38	13	102.3	15.65	6.92	2.09
	9	6132	92.71	13	103.6	15.69	8.21	2.32
(7) LANGUAGE TOTAL	3	5818	97.78	73	100.2	15.51	3.99	1.18
	5	6347	96.96	72	100.3	14.68	5.40	1.44
	7	6662	93.38	13	102.3	15.65	6.87	1.80
	9	6132	92.71	13	103.6	15.69	8.24	2.05
(8) MATHEMATICAL CONCEPTS	3	5818	97.56	73	100.2	15.51	3.59	.96
	5	6347	97.15	72	100.3	14.68	5.60	1.38
	7	6662	92.64	13	102.3	15.65	7.14	1.69
	9	6132	91.55	13	103.6	15.69	8.80	1.91
(9) MATHEMATICAL PROBLEMS	3	5818	97.56	73	100.2	15.51	3.51	1.06
	5	6347	97.15	72	100.[illegible]	14.68	5.36	1.29
	7	6662	92.64	13	102.3	15.65	7.06	1.66
	9	6132	91.55	13	103.6	15.69	8.42	1.87
(10) MATHEMATICAL TOTAL	3	5818	97.56	73	100.2	15.51	3.55	.95
	5	6347	97.15	72	100.3	14.68	5.48	1.05
	7	6662	92.64	13	102.3	15.65	7.10	1.56
	9	6132	91.55	13	103.6	15.69	8.61	1.78

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEDIANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 98.28, 100.20, 101.17, AND 101.19; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEDIANS FOR THE SCHOOL MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.6, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA (SEE APPENDIX A). NATIONAL SD FOR GRADE EQUIVALENCE NOT AVAILABLE.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD- VAN- TAGED (10)	MEDIAN EDUCA- TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ANNAPOLIS ELEM	K-6	256	23.3	94.6	10.0	1.0	11.1	9.5	9.1	21.1	12.5	10263.0
ARNOLD ELEM	K-6	659	25.3	95.3	25.0	1.0	11.6	21.0	15.4	10.8	12.5	12968.0
BELLE GROVE ELEM	1-6	300	25.0	96.0	11.0	1.0	9.2	11.0	25.0	3.0	10.5	11484.0
BELVEDERE ELEM	1-6	846	27.7	95.6	29.5	1.0	10.7	10.0	19.7	5.8	12.4	13031.0
BENFIELD	K-6	632	22.7	97.3	25.9	2.0	12.5	21.3	10.4	3.3	12.5	149[illegible]7.0
BODKIN ELEM	K-6	869	27.4	93.9	29.7	2.0	10.1	29.0	9.5	3.3	12.2	1[illegible]178.0
BROCK BRIDGE	K-6	668	26.7	96.2	23.0	2.0	4.2	16.0	8.0	1.4	12.4	12282.0
BROOKLYN PARK ELEM	K-6	672	23.2	95.7	27.0	2.0	12.5	17.5	24.1	9.0	10.2	10921.0
CAPE ST CLAIR	K-6	1016	23.3	95.0	41.5	2.0	7.3	20.5	20.7	6.0	12.5	12495.0
CARRIE R WEEDON	K-6	162	24.9	95.7	5.5	1.0	14.1	21.3	0.0	14.3	12.1	10828.0
CENTRAL	K-6	728	21.4	96.9	32.0	2.0	9.9	22.8	41.2	4.8	12.3	11922.0
CROFTON	K-6	525	23.9	94.8	21.0	1.0	7.6	17.5	18.2	7.1	12.5	16918.0
CROFTON WOODS	K-6	796	26.5	94.7	29.0	1.0	7.6	18.0	6.7	3.3	12.8	17603.0
DAVIDSONVILLE	K-6	568	26.4	95.6	20.5	1.0	8.5	22.0	13.9	10.4	12.0	11462.0
DEALE	K-6	201	26.8	95.0	6.5	1.0	12.6	10.0	13.3	4.7	12.1	10421.0
EASTPORT	PRE K-6	346	24.7	94.1	13.0	1.0	7.5	18.8	35.7	10.0	12.4	11373.0
EDGEWATER	K-6	581	21.5	93.5	26.0	1.0	10.7	21.0	7.4	4.6	12.2	11749.0
FERNDALE	K-6	335	23.9	96.7	13.0	1.0	8.5	25.0	21.4	6.5	11.5	11597.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ANNAPOLIS ELEM	3	98.0	3.33	3.45	-.12	3.38	3.51	-.13	3.52	3.86	-.34	3.35	3.53	-.18
	5	92.0	4.61	4.66	-.05	4.89	4.74	+.15	4.82	4.84	-.02	4.81	4.90	-.09
ARNOLD ELEM	3	99.0	3.71	3.53	+.18	3.79	3.57	+.22	4.14	3.91	+.23	3.56	3.60	-.04
	5	104.0	5.81	5.5[illegible]	+.26	5.89	5.60	+.29	5.95	5.72	+.23	5.92	5.76	+.16
BELLE GROVE ELEM	3	107.0	3.79	3.90	-.11	3.98	4.00	-.02	4.45	4.34	+.11	3.94	3.98	-.04
	5	100.0	4.92	5.11	-.19	4.96	5.18	-.22	5.17	5.44	-.27	5.46	5.47	-.01
BELVEDERE ELEM	3	106.0	4.15	3.92	+.23	4.02	4.00	+.02	4.41	4.33	+.08	3.95	3.96	-.01
	5	105.0	5.94	5.61	+.33	5.79	5.66	+.13	5.99	5.79	+.20	5.90	5.83	+.07
BENFIELD	3	109.0	4.47	4.11	+.36	4.74	4.19	+.55	5.06	4.50	+.56	4.45	4.12	+.33
	5	109.0	6.27	5.95	+.32	6.38	5.97	+.41	6.36	6.11	+.25	6.48	6.14	+.34
BODKIN ELEM	3	102.0	3.66	3.68	-.02	3.55	3.74	-.19	4.05	4.08	-.03	3.67	3.74	-.07
	5	99.0	3.52	5.17	+.35	5.48	5.23	+.25	5.48	5.37	+.11	5.60	5.41	+.19
BROCK BRIDGE	3	99.0	3.77	3.52	+.25	3.73	3.57	+.16	3.96	3.91	+.05	3.51	3.59	-.08
	5	108.0	5.77	5.78	-.01	5.50	5.85	-.35	5.96	5.97	-.01	5.55	6.01	-.46
BROOKLYN PARK ELEM	3	96.0	3.64	3.26	+.38	3.66	3.30	+.36	4.14	3.67	+.47	3.73	3.41	+.32
	5	94.0	5.14	4.68	+.46	5.29	4.75	+.54	5.16	5.03	+.13	5.52	5.06	+.46
CAPE ST CLAIR	3	101.0	3.68	3.64	+.04	3.72	3.69	+.03	4.05	4.03	+.02	3.76	3.70	+.06
	5	101.0	5.47	5.34	+.13	5.52	5.39	+.13	5.57	5.51	+.06	5.58	5.55	+.03
CARRIE R WEEDON	3	104.0	4.00	3.78	+.22	4.32	3.87	+.45	4.74	4.20	+.54	4.00	3.83	+.17
	5	103.0	5.63	5.36	+.25	5.94	5.47	+.47	5.86	5.60	+.26	5.66	5.64	+.02
CENTRAL	3	102.0	3.56	3.69	-.13	3.74	3.75	-.01	3.95	4.09	-.14	3.65	3.74	-.09
	5	99.0	5.25	5.18	+.07	5.45	5.23	+.22	5.16	5.36	-.20	5.37	5.41	-.04
CROFTON	3	100.0	3.53	3.62	-.09	3.64	3.63	+.01	4.11	3.96	+.15	3.52	3.68	-.16
	5	101.0	5.66	5.50	+.16	5.37	5.46	-.09	5.35	5.63	-.28	5.57	5.66	-.09
CROFTON WOODS	3	106.0	4.22	3.98	+.24	4.28	4.02	+.26	4.53	4.33	+.20	3.81	4.00	-.19
	5	104.0	6.28	5.74	+.54	6.12	5.69	+.43	5.91	5.84	+.07	5.77	5.88	-.11
DAVIDSONVILLE	3	99.0	3.46	3.50	-.04	3.52	3.55	-.03	3.78	3.90	-.12	3.50	3.58	-.08
	5	101.0	5.45	5.27	+.18	5.32	5.34	-.02	5.08	5.48	-.40	5.37	5.53	-.16
DEALE	3	97.0	3.82	3.38	+.44	3.86	3.43	+.43	4.06	3.79	+.27	3.67	3.48	+.19
	5	99.0	5.25	5.11	+.14	5.26	5.20	+.06	5.52	5.32	+.20	5.53	5.37	+.16
EASTPORT	3	95.0	3.02	3.29	-.27	3.11	3.31	-.20	3.56	3.68	-.12	3.22	3.38	-.16
	5	97.0	5.00	5.03	-.03	4.95	5.09	-.14	5.36	5.21	+.15	5.04	5.26	-.22
EDGEWATER	3	97.0	3.29	3.40	-.11	3.37	3.43	-.06	3.57	3.79	-.22	3.43	3.49	-.06
	5	98.0	4.95	5.10	-.15	5.00	5.16	-.16	4.96	5.29	-.33	5.43	5.34	+.09
FERNDALE	3	98.0	3.52	3.43	+.09	3.44	3.47	-.03	3.89	3.83	+.06	3.35	3.53	-.18
	5	101.0	5.57	5.24	+.33	5.43	5.31	+.12	5.28	5.50	-.22	5.51	5.54	-.03

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(ANNAPOLIS - FERNDALE)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ANNAPOLIS ELEM	3	98.0	3.33	3.41	-.08	3.38	3.47	-.09	3.52	3.83	-.31	3.35	3.52	-.17
	5	92.0	4.61	4.48	+.13	4.89	4.59	+.30	4.42	4.81	+.01	4.81	4.87	-.06
ARNOLD ELEM	3	99.0	3.71	3.48	+.23	3.79	3.53	+.26	4.14	3.89	+.25	3.56	3.58	-.02
	5	104.0	5.81	5.51	+.30	5.89	5.56	+.33	5.95	5.72	+.23	5.92	5.76	+.16
BELLE GROVE ELEM	3	107.0	3.79	3.99	-.20	3.98	4.07	-.09	4.45	4.39	+.06	3.94	4.02	-.08
	5	100.0	4.92	5.17	-.25	4.96	5.24	-.28	5.17	5.42	-.25	5.46	5.46	+.00
BELVEDERE ELEM	3	106.0	4.15	3.93	+.22	4.02	4.00	+.02	4.41	4.32	+.09	3.95	3.96	-.01
	5	105.0	5.94	5.60	+.34	5.79	5.64	+.15	5.99	5.80	+.19	5.90	5.83	+.07
BENFIELD	3	109.0	4.47	4.12	+.35	4.74	4.20	+.54	5.06	4.51	+.55	4.45	4.12	+.33
	5	109.0	6.27	5.94	+.33	6.38	5.96	+.42	6.36	6.10	+.26	6.48	6.13	+.35
BODKIN ELEM	3	102.0	3.66	3.67	-.01	3.55	3.73	-.18	4.05	4.07	-.02	3.67	3.74	-.07
	5	99.0	5.52	5.08	+.44	5.48	5.16	+.32	5.48	5.34	+.14	5.60	5.39	+.21
BROCK BRIDGE	3	99.0	3.77	3.48	+.29	3.73	3.53	+.20	3.96	3.89	+.07	3.51	3.58	-.07
	5	108.0	5.77	5.85	-.08	5.50	5.88	-.38	5.96	6.03	-.07	5.55	6.06	-.51
BROOKLYN PARK ELEM	3	96.0	3.64	3.29	+.35	3.66	3.33	+.33	4.14	3.70	+.44	3.73	3.41	+.32
	5	94.0	5.14	4.65	+.49	5.29	4.75	+.54	5.16	4.96	+.20	5.52	5.01	+.51
CAPE ST CLAIR	3	101.0	3.68	3.61	+.07	3.72	3.67	+.05	4.05	4.01	+.04	3.76	3.69	+.07
	5	101.0	5.47	5.25	+.22	5.52	5.32	+.20	5.57	5.50	+.07	5.58	5.53	+.05
CARRIE M WEEDON	3	104.0	4.00	3.80	+.20	4.32	3.87	+.45	4.74	4.20	+.54	4.00	3.85	+.15
	5	103.0	5.63	5.42	+.21	5.94	5.48	+.46	5.86	5.65	+.21	5.66	5.68	-.02
CENTRAL	3	102.0	3.56	3.67	-.11	3.74	3.73	+.01	3.95	4.07	-.12	3.65	3.74	-.09
	5	99.0	5.25	5.08	+.17	5.45	5.16	+.29	5.16	5.34	-.18	5.37	5.39	-.02
CROFTON	3	100.0	3.53	3.54	-.01	3.64	3.60	+.04	4.11	3.95	+.16	3.52	3.63	-.11
	5	101.0	5.66	5.25	+.41	5.37	5.32	+.05	5.35	5.50	-.15	5.57	5.53	+.04
CROFTON WOODS	3	106.0	4.22	3.93	+.29	4.28	4.00	+.28	4.53	4.32	+.21	3.81	3.96	-.15
	5	104.0	6.28	5.51	+.77 *	6.12	5.56	+.56	5.91	5.72	+.19	5.77	5.76	+.01
DAVIDSONVILLE	3	99.0	3.46	3.48	-.02	3.52	3.53	-.01	3.78	3.89	-.11	3.50	3.58	-.08
	5	101.0	5.45	5.25	+.20	5.32	5.32	+.00	5.08	5.50	-.42	5.37	5.53	-.16
DEALE	3	97.0	3.82	3.35	+.47	3.86	3.40	+.46	4.06	3.76	+.30	3.67	3.47	+.20
	5	99.0	5.25	5.08	+.17	5.26	5.16	+.10	5.52	5.34	+.18	5.53	5.39	+.14
EASTPORT	3	95.0	3.02	3.22	-.20	3.11	3.27	-.16	3.56	3.64	-.08	3.22	3.36	-.14
	5	97.0	5.00	4.91	+.09	4.95	5.00	-.05	5.36	5.19	+.17	5.04	5.24	-.20
EDGEWATER	3	97.0	3.29	3.35	-.06	3.37	3.40	-.03	3.57	3.76	-.19	3.43	3.47	-.04
	5	98.0	4.95	4.99	-.04	5.00	5.08	-.08	4.96	5.27	-.31	5.43	5.31	+.12
FERNDALE	3	98.0	3.52	3.41	+.11	3.44	3.47	-.03	3.89	3.83	+.06	3.35	3.52	-.17
	5	101.0	5.57	5.25	+.32	5.43	5.32	+.11	5.28	5.50	-.22	5.51	5.53	-.02

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
FOLGER MCKINSEY	K-6	634	26.4	95.4	23.0	1.0	9.7	8.0	16.7	1.1	12.5	14661.0
FORT SMALLWOOD	K-6	405	27.0	95.5	14.0	1.0	7.8	17.0	13.3	8.6	10.6	10685.0
FOUR SEASONS	K-6	704	25.1	97.3	26.0	2.0	8.4	15.9	7.1	5.2	12.4	12728.0
FREETOWN	K-6	509	22.1	96.2	21.0	2.0	6.7	20.0	17.4	7.3	11.2	10447.0
GEORGE CROMWELL	K-6	533	21.8	95.6	23.5	1.0	9.5	21.0	20.4	3.4	11.9	11532.0
GEORGETOWN EAST	K-6	784	26.2	94.8	27.9	2.0	10.1	22.5	13.3	6.1	12.6	13043.0
GERMANTOWN INTER	5-6	265	22.8	95.8	10.6	1.0	6.1	40.0	48.3	10.1	12.3	10738.0
GERMANTOWN PRIMARY	K-4	566	22.6	95.5	23.0	2.0	13.0	31.7	8.0	11.4	12.3	10738.0
GLEN BURNIE PARK	K-6	613	24.4	95.0	22.1	3.0	12.4	17.2	8.0	1.5	12.3	12444.0
GLENDALE	K-6	781	22.3	95.7	33.0	2.0	13.0	18.9	8.6	5.5	11.9	11067.0
HARMAN	K-6	525	21.4	94.7	23.5	1.0	6.3	20.0	8.2	12.4	10.9	9635.0
HIGH POINT	1-6	359	25.6	94.0	13.0	1.0	7.1	34.0	21.4	9.7	10.7	11045.0
HILLSMERE	K-6	612	20.7	95.6	27.5	2.0	10.3	24.7	30.5	2.1	12.8	14518.0
HILLTOP	K-6	656	22.6	94.8	26.0	3.0	8.4	11.0	27.6	5.5	11.5	11605.0
JACOBSVILLE	K-6	675	24.5	95.4	26.6	1.0	6.8	13.5	10.9	5.7	10.8	10513.0
JESSUP	K-6	387	25.8	94.8	14.0	1.0	8.8	8.0	26.7	12.7	11.3	10156.0
JONES	K-6	192	25.6	94.1	6.5	1.0	8.4	16.0	13.3	11.7	12.8	15851.0
LAKE SHORE	K-6	706	23.5	94.0	28.0	2.0	9.6	8.9	16.7	9.6	12.0	11592.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
FOLGER MCKINSEY	3	107.0	4.00	4.00	+.00	4.20	4.07	+.13	4.56	4.39	+.17	3.96	4.02	-.06
	5	104.0	6.16	5.62	+.54	6.03	5.63	+.40	6.13	5.77	+.36	6.23	5.80	+.43
FORT SMALLWOOD	3	101.0	3.23	3.55	-.32	3.5[illegible]	3.63	-.12	3.75	3.98	-.23	3.47	3.67	-.20
	5	95.0	4.95	4.76	+.19	4.94	4.83	+.11	4.99	5.08	-.09	5.02	5.12	-.10
FOUR SEASONS	3	104.0	3.64	3.81	-.17	3.76	3.88	-.12	4.26	4.21	+.05	3.71	3.85	-.14
	5	107.0	5.60	5.73	-.13	5.81	5.79	+.02	5.70	5.92	-.22	5.[illegible]8	5.95	-.07
FREETOWN	3	97.0	3.39	3.35	+.04	3.67	3.40	+.27	4.34	3.76	+.58	3.57	3.47	+.10
	5	98.0	4.90	4.98	-.08	4.94	5.07	-.13	5.08	5.27	-.19	5.30	5.31	-.01
GEORGE CROMWELL	3	102.0	3.47	3.67	-.20	3.49	3.74	-.25	3.89	4.08	-.19	3.56	3.74	-.18
	5	97.0	5.18	5.00	+.18	4.84	5.06	-.22	5.28	5.22	+.06	5.30	5.27	+.03
GEORGETOWN EAST	3	93.0	3.33	3.20	+.13	3.21	3.20	+.01	3.68	3.56	+.12	3.33	3.30	+.03
	5	101.0	5.36	5.36	+.00	5.46	5.40	+.06	5.61	5.52	+.09	5.75	5.57	+.18
GERMANTOWN INTER.	5	101.0	5.44	5.26	+.18	5.48	5.35	+.13	5.73	5.46	+.27	5.81	5.51	+.30
GERMANTOWN PRIMARY	3	95.0	3.43	3.28	+.15	3.47	3.31	+.16	3.88	3.67	+.21	3.48	3.38	+.10
GLEN BURNIE PARK	3	105.0	3.62	3.86	-.24	3.64	3.94	-.30	4.00	4.27	-.27	3.68	3.90	-.22
	5	102.0	5.57	5.39	+.18	5.48	5.44	+.04	5.42	5.58	-.16	5.59	5.62	-.03
GLENDALE	3	99.1	3.56	3.50	+.06	3.48	3.56	-.08	3.86	3.91	-.05	3.44	3.59	-.15
	5	103.0	5.86	5.38	+.48	5.67	5.46	+.21	5.57	5.61	-.04	5.63	5.65	-.02
HARMAN	3	100.0	3.05	3.50	-.45	3.21	3.58	-.37	3.55	3.93	-.38	3.28	3.61	-.33
	5	97.0	5.17	4.87	+.30	5.02	4.97	+.05	4.94	5.18	-.24	5.09	5.23	-.14
HIGH POINT	3	92.0	3.15	3.05	+.10	3.20	3.07	+.13	3.53	3.45	+.08	3.27	3.21	+.06
	5	98.0	4.79	4.97	-.18	4.90	5.04	-.14	4.74	5.29	-.55	5.16	5.33	-.17
HILLSMERE	3	100.0	3.83	3.61	+.22	3.75	3.64	+.11	4.32	3.98	+.34	3.72	3.67	+.05
	5	99.0	5.37	5.30	+.07	5.31	5.30	+.01	5.62	5.42	+.20	5.68	5.47	+.21
HILLTOP	3	106.0	3.52	3.88	-.36	3.60	3.97	-.37	4.14	4.30	-.16	3.44	3.94	-.50 *
	5	104.0	5.40	5.44	-.04	5.30	5.51	-.21	5.62	5.70	-.08	5.47	5.73	-.26
JACOBSVILLE	3	103.0	3.41	3.67	-.26	3.48	3.76	-.28	4.02	4.11	-.09	3.53	3.77	-.24
	5	98.0	5.10	4.96	+.14	4.94	5.04	-.10	5.08	5.28	-.20	5.11	5.31	-.20
JESSUP	3	98.0	3.51	3.41	+.10	3.70	3.47	+.23	3.97	3.83	+.14	3.20	3.52	-.32
	5	99.0	5.23	5.05	+.18	5.26	5.14	+.12	5.07	5.33	-.26	4.97	5.37	-.40
JONES	3	104.0	4.09	3.85	+.24	4.12	3.89	+.23	4.29	4.21	+.08	3.86	3.88	-.02
	5	106.0	5.82	5.81	+.01	5.79	5.80	-.01	5.80	5.93	-.13	5.93	5.96	-.03
LAKE SHORE	3	96.0	3.21	3.33	-.12	3.24	3.36	-.12	3.84	3.72	+.12	3.37	3.43	-.06
	5	98.0	5.03	5.08	-.05	5.18	5.14	+.04	5.10	5.29	-.19	5.06	5.34	-.28

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
FOLGER MCKINSEY	3	107.0	4.00	3.99	+.01	4.20	4.07	+.13	4.56	4.39	+.17	3.96	4.02	-.06
	5	104.0	6.16	5.51	+.65	6.03	5.56	+.47	6.13	5.72	+.41	6.23	5.76	+.47
FORT SMALLWOOD	3	101.0	3.23	3.61	-.38	3.51	3.67	-.16	3.75	4.01	-.26	3.47	3.69	-.22
	5	95.0	4.95	4.74	+.21	4.94	4.83	+.11	4.99	5.04	-.05	5.02	5.09	-.07
FOUR SEASONS	3	104.0	3.64	3.80	-.16	3.76	3.87	-.11	4.26	4.20	+.06	3.71	3.85	-.14
	5	107.0	5.60	5.77	-.17	5.81	5.80	+.01	5.70	5.95	-.25	5.88	5.98	-.10
FREETOWN	3	97.0	3.39	3.35	+.04	3.67	3.40	+.27	4.34	3.76	+.58	3.57	3.47	+.10
	5	98.0	4.90	4.99	-.09	4.94	5.08	-.14	5.08	5.27	-.19	5.30	5.31	-.01
GEORGE CROMWELL	3	102.0	3.47	3.67	-.20	3.49	3.73	-.24	3.89	4.07	-.18	3.56	3.74	-.18
	5	97.0	5.18	4.91	+.27	4.84	5.00	-.16	5.28	5.19	+.09	5.30	5.24	+.06
GEORGETOWN EAST	3	93.0	3.33	3.09	+.24	3.21	3.14	+.07	3.68	3.51	+.17	3.33	3.25	+.08
	5	101.0	5.36	5.25	+.11	5.46	5.32	+.14	5.61	5.50	+.11	5.75	5.53	+.22
GERMANTOWN INTER	5	101.0	5.44	5.25	+.19	5.48	5.32	+.16	5.73	5.50	+.23	5.81	5.53	+.28
GERMANTOWN PRIMARY	3	95.0	3.43	3.22	+.21	3.47	3.27	+.20	3.88	3.64	+.24	3.48	3.36	+.12
GLEN BURNIE PARK	3	105.0	3.62	3.86	-.24	3.64	3.93	-.29	4.00	4.26	-.26	3.68	3.91	-.23
	5	102.0	5.57	5.34	+.23	5.48	5.40	+.08	5.42	5.57	-.15	5.59	5.61	-.02
GLENDALE	3	99.1	3.56	3.48	+.08	3.48	3.54	-.06	3.86	3.89	-.03	3.44	3.58	-.14
	5	103.0	5.86	5.42	+.44	5.67	5.48	+.19	5.57	5.65	-.08	5.63	5.68	-.05
HARMAN	3	100.0	3.05	3.54	-.49	3.21	3.60	-.39	3.55	3.95	-.40	3.28	3.63	-.35
	5	97.0	5.17	4.91	+.26	5.02	5.00	+.02	4.94	5.19	-.25	5.09	5.24	-.15
HIGH POINT	3	92.0	3.15	3.03	+.12	3.20	3.07	+.13	3.53	3.45	+.08	3.27	3.19	+.08
	5	98.0	4.79	4.99	-.20	4.90	5.08	-.18	4.74	5.27	-.53	5.16	5.31	-.15
HILLSMERE	3	100.0	3.83	3.54	+.29	3.75	3.60	+.15	4.32	3.95	+.37	3.72	3.63	+.09
	5	99.0	5.37	5.08	+.29	5.31	5.16	+.15	5.62	5.34	+.28	5.68	5.39	+.29
HILLTOP	3	106.0	3.52	3.93	-.41	3.60	4.00	-.40	4.14	4.32	-.18	3.44	3.96	-.52 *
	5	104.0	5.40	5.51	-.11	5.30	5.56	-.26	5.62	5.72	-.10	5.47	5.76	-.29
JACOBSVILLE	3	103.0	3.41	3.74	-.33	3.48	3.80	-.32	4.02	4.14	-.12	3.53	3.80	-.27
	5	98.0	5.10	4.99	+.11	4.94	5.08	-.14	5.08	5.27	-.19	5.11	5.31	-.20
JESSUP	3	98.0	3.51	3.41	+.10	3.70	3.47	+.23	3.97	3.83	+.14	3.20	3.52	-.32
	5	99.0	5.23	5.08	+.15	5.26	5.16	+.10	5.07	5.34	-.27	4.97	5.39	-.42
JONES	3	104.0	4.09	3.80	+.29	4.12	3.87	+.25	4.29	4.20	+.09	3.86	3.85	+.01
	5	106.0	5.82	5.68	+.14	5.79	5.72	+.07	5.80	5.87	-.07	5.93	5.91	+.02
LAKE SHORE	3	96.0	3.21	3.29	-.08	3.24	3.33	-.09	3.84	3.70	+.14	3.37	3.41	-.04
	5	98.0	5.03	4.99	+.04	5.18	5.08	+.10	5.10	5.27	-.17	5.06	5.31	-.25

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
LINTHICUM	K-6	597	23.9	95.9	24.0	1.0	7.9	21.0	20.0	1.6	12.1	13240.0
LOTHIAN	PRE K-6	464	25.8	91.9	17.0	1.0	5.7	17.0	11.1	12.0	12.0	10073.0
MANOR VIEW	K-6	898	27.6	96.0	30.5	2.0	7.3	22.3	18.5	6.2	12.4	7487.0
MARLEY	K-6	507	21.6	94.4	22.5	1.0	7.9	23.1	21.3	7.5	11.7	10501.0
MARYLAND CITY	K-6	598	23.0	95.8	24.0	2.0	6.3	20.5	15.4	6.6	12.4	12259.0
MAYO	K-6	395	26.3	96.2	13.0	2.0	9.5	30.9	20.0	2.7	12.4	12113.0
MEADE HEIGHTS	K-6	359	32.6	93.9	10.0	1.0	7.3	22.0	18.2	5.6	12.4	7700.0
MILLERSVILLE	K-6	718	22.4	95.2	30.0	2.0	9.4	6.7	12.5	8.3	12.3	12827.0
NORTH GLEN	K-6	477	23.9	95.5	19.0	1.0	10.2	38.0	30.0	7.9	11.9	11408.0
OAK HILL	K-6	708	27.8	95.4	23.5	2.0	7.4	28.0	25.5	10.7	12.5	15317.0
OAKWOOD	K-6	381	11.5	94.0	32.0	1.0	8.4	19.0	15.1	3.3	12.0	10974.0
ODENTON	K-6	488	23.2	94.9	20.0	1.0	7.3	19.1	4.8	5.6	12.4	11989.0
OVERLOOK	K-6	484	23.0	95.4	20.0	1.0	10.2	14.9	14.3	4.8	11.4	12533.0
PARK	K-6	661	25.4	96.9	24.0	2.0	5.9	15.3	3.8	2.7	10.4	10296.0
PAROLE	K-6	652	22.6	97.0	26.9	2.0	9.4	26.5	13.8	10.7	12.3	11876.0
PASADENA	K-6	496	21.6	95.5	22.0	1.0	12.0	11.0	21.7	1.8	12.0	12512.0
PERSHING HILL	K-6	613	24.5	95.7	24.0	1.0	11.3	16.4	16.0	5.9	12.4	7487.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LINTHICUM	3	103.0	4.17	3.74	+.43	4.05	3.80	+.25	4.19	4.14	+.25	3.91	3.80	+.11
	5	105.0	5.99	5.60	+.39	5.75	5.64	+.11	5.86	5.80	+.06	6.06	5.84	+.22
LOTHIAN	3	95.0	3.03	3.26	-.23	3.19	3.30	-.11	3.40	3.67	-.27	3.11	3.37	-.26
MANOR VIEW	3	102.0	3.62	3.65	-.03	3.71	3.76	-.05	3.70	4.11	-.41	3.61	3.71	-.10
	5	99.0	5.55	5.02	+.53	5.49	5.17	+.32	5.64	5.23	+.41	5.37	5.30	+.07
MARLEY	3	96.0	3.21	3.31	-.10	3.10	3.35	-.25	3.45	3.72	-.27	3.02	3.42	-.40
	5	96.0	4.85	4.89	-.04	4.83	4.97	-.14	4.61	5.13	-.52	5.14	5.18	-.04
MARYLAND CITY	3	100.0	3.76	3.58	+.18	3.81	3.63	+.18	4.13	3.97	+.16	3.49	3.64	-.15
	5	101.0	5.12	5.32	-.20	5.08	5.38	-.30	4.86	5.50	-.64	5.29	5.55	-.26
MAYO	3	104.0	4.08	3.80	+.28	4.04	3.88	+.16	4.58	4.21	+.37	3.89	3.85	+.04
	5	105.0	5.65	5.58	+.07	5.66	5.65	+.01	5.70	5.77	-.07	5.72	5.81	-.09
MEADE HEIGHTS	3	101.0	3.45	3.59	-.14	3.60	3.69	-.09	3.79	4.04	-.25	3.24	3.66	-.42
	5	99.0	5.44	5.02	+.42	5.42	5.17	+.25	5.81	5.24	+.27	5.48	5.30	+.18
MILLERSVILLE	3	100.0	3.68	3.58	+.10	3.69	3.62	+.07	3.95	3.97	-.02	3.63	3.65	-.02
	5	102.0	5.66	5.40	+.26	5.66	5.45	+.21	5.74	5.59	+.15	6.12	5.63	+.49
NORTH GLEN	3	93.0	3.59	3.16	+.43	3.69	3.17	+.52	4.07	3.54	+.53	3.32	3.28	+.04
	5	92.0	5.39	4.67	+.72 *	5.06	4.72	+.34	5.20	4.88	+.32	5.06	4.94	+.12
OAK HILL	3	105.0	3.60	3.89	-.29	3.68	3.94	-.26	3.92	4.27	-.45	3.47	3.92	-.45 *
	5	103.0	5.48	5.57	-.09	5.61	5.57	+.04	5.53	5.72	-.19	5.35	5.75	-.40
OAKWOOD	3	96.0	3.82	3.33	+.49	3.61	3.37	+.24	4.26	3.73	+.53	3.66	3.43	+.23
	5	95.0	5.43	4.86	+.57	4.94	4.93	+.01	5.23	5.07	+.16	5.36	5.12	+.24
ODENTON	3	98.0	3.43	3.46	-.03	3.48	3.50	-.02	3.78	3.85	-.07	3.48	3.54	-.06
	5	101.0	5.28	5.31	-.03	5.26	5.37	-.11	5.09	5.49	-.40	5.40	5.54	-.14
OVERLOOK	3	99.0	3.81	3.49	+.32	3.80	3.53	+.27	4.32	3.88	+.44	3.71	3.59	+.12
	5	102.0	5.53	5.34	+.19	5.40	5.39	+.01	5.85	5.59	+.26	5.70	5.63	+.07
PARK	3	99.0	3.23	3.43	-.20	3.60	3.50	+.10	4.01	3.86	+.15	3.52	3.56	-.04
	5	97.0	5.17	4.87	+.30	5.05	4.95	+.10	5.08	5.21	-.13	4.96	5.25	-.29
PAROLE	3	92.0	3.10	3.12	-.02	3.19	3.12	+.07	3.58	3.49	+.09	2.96	3.23	-.27
	5	93.0	4.77	4.78	-.01	4.95	4.83	+.12	4.91	4.95	-.04	5.06	5.01	+.05
PASADENA	3	97.0	3.50	3.40	+.10	3.53	3.43	+.10	3.85	3.78	+.07	3.31	3.49	-.18
	5	98.0	5.60	5.11	+.49	5.35	5.16	+.19	5.59	5.31	+.28	5.68	5.36	+.32
PERSHING HILL	3	105.0	3.89	3.82	+.07	3.79	3.94	-.15	4.56	4.28	+.28	3.83	3.86	-.03
	5	102.0	5.94	5.22	+.72 *	5.81	5.37	+.44	5.69	5.44	+.25	5.59	5.49	+.10

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS: VOCABULARY AVERAGE GE	VOCABULARY MARYLAND NORM	VOCABULARY DIFFERENCE	READING COMPREHENSION AVERAGE GE	READING COMPREHENSION MARYLAND NORM	READING COMPREHENSION DIFFERENCE	LANGUAGE TOTAL AVERAGE GE	LANGUAGE TOTAL MARYLAND NORM	LANGUAGE TOTAL DIFFERENCE	MATHEMATICAL TOTAL AVERAGE GE	MATHEMATICAL TOTAL MARYLAND NORM	MATHEMATICAL TOTAL DIFFERENCE
LINTHICUM	3	103.0	4.17	3.74	+.43	4.05	3.80	+.25	4.39	4.14	+.25	3.91	3.80	+.11
	5	105.0	5.99	5.60	+.39	5.75	5.64	+.11	5.86	5.80	+.06	6.06	5.83	+.23
LOTHIAN	3	95.0	3.03	3.22	-.19	3.19	3.27	-.08	3.40	3.64	-.24	3.11	3.36	-.25
MANOR VIEW	3	102.0	3.62	3.67	-.05	3.71	3.73	-.02	3.70	4.07	-.37	3.61	3.74	-.13
	5	99.0	5.55	5.08	+.47	5.49	5.16	+.33	5.64	5.34	+.30	5.37	5.39	-.02
MARLEY	3	96.0	3.21	3.29	-.08	3.10	3.33	-.23	3.45	3.70	-.25	3.02	3.41	-.39
	5	96.0	4.85	4.82	+.03	4.83	4.92	-.09	4.61	5.12	-.51	5.14	5.16	-.02
MARYLAND CITY	3	100.0	3.76	3.54	+.22	3.81	3.60	+.21	4.13	3.95	+.18	3.49	3.63	-.14
	5	101.0	5.12	5.25	-.13	5.08	5.32	-.24	4.86	5.50	-.64	5.29	5.53	-.24
MAYO	3	104.0	4.08	3.80	+.28	4.04	3.87	+.17	4.58	4.20	+.38	3.89	3.85	+.04
	5	105.0	5.65	5.60	+.05	5.66	5.64	+.02	5.70	5.80	-.10	5.72	5.83	-.11
MEADE HEIGHTS	3	101.0	3.45	3.61	-.16	3.60	3.67	-.07	3.79	4.01	-.22	3.24	3.69	-.45 *
	5	99.0	5.44	5.08	+.36	5.42	5.16	+.26	5.51	5.34	+.17	5.48	5.39	+.09
MILLERSVILLE	3	100.0	3.68	3.54	+.14	3.69	3.60	+.09	3.95	3.95	+.00	3.63	3.63	+.00
	5	102.0	5.66	5.34	+.32	5.66	5.40	+.26	5.74	5.57	+.17	6.12	5.61	+.51
NORTH GLEN	3	93.0	3.59	3.09	+.50	3.69	3.14	+.55	4.07	3.51	+.56	3.32	3.25	+.07
	5	92.0	5.39	4.48	+.91 *	5.06	4.59	+.47	5.20	4.81	+.39	5.06	4.87	+.19
OAK HILL	3	105.0	3.60	3.86	-.26	3.68	3.93	-.25	3.82	4.26	-.44	3.47	3.91	-.44 *
	5	103.0	5.48	5.42	+.06	5.61	5.48	+.13	5.53	5.65	-.12	5.35	5.68	-.33
OAKWOOD	3	96.0	3.82	3.29	+.53	3.61	3.33	+.28	4.26	3.70	+.56	3.66	3.41	+.25
	5	95.0	5.43	4.74	+.69	4.94	4.83	+.11	5.23	5.04	+.19	5.36	5.09	+.27
ODENTON	3	98.0	3.43	3.41	+.02	3.48	3.47	+.01	3.78	3.83	-.05	3.48	3.52	-.04
	5	101.0	5.28	5.25	+.03	5.26	5.32	-.06	5.09	5.50	-.41	5.40	5.53	-.13
OVERLOOK	3	99.0	3.81	3.48	+.33	3.80	3.53	+.27	4.32	3.89	+.43	3.71	3.58	+.13
	5	102.0	5.53	5.34	+.19	5.40	5.40	+.00	5.85	5.57	+.28	5.70	5.61	+.09
PARK	3	99.0	3.23	3.48	-.25	3.60	3.53	+.07	4.01	3.89	+.12	3.52	3.58	-.06
	5	97.0	5.17	4.91	+.26	5.05	5.00	+.05	5.08	5.19	-.11	4.96	5.24	-.28
PAROLE	3	92.0	3.10	3.03	+.07	3.19	3.07	+.12	3.58	3.45	+.13	2.96	3.19	-.23
	5	93.0	4.77	4.56	+.21	4.95	4.67	+.28	4.91	4.89	+.02	5.06	4.94	+.12
PASADENA	3	97.0	3.50	3.35	+.15	3.53	3.40	+.13	3.85	3.76	+.09	3.31	3.47	-.16
	5	98.0	5.60	4.99	+.61	5.35	5.08	+.27	5.59	5.27	+.32	5.68	5.31	+.37
PERSHING HILL	3	105.0	3.89	3.86	+.03	3.79	3.93	-.14	4.56	4.26	+.30	3.83	3.91	-.08
	5	102.0	5.94	5.34	+.60	5.81	5.40	+.41	5.69	5.57	+.12	5.59	5.61	-.02

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
POINT PLEASANT	K-6	1181	25.1	95.2	45.0	2.0	6.9	26.5	12.8	3.2	11.7	11519.0
QUARTERFIELD	K-6	660	22.7	95.7	27.0	2.0	6.8	15.6	20.7	12.4	12.1	11670.0
RICHARD HENRY LEE	K-6	636	23.5	95.5	25.0	2.0	11.5	15.0	18.5	9.2	12.0	11175.0
RIDGEWAY	K-6	513	21.4	96.1	23.0	1.0	9.6	13.7	20.8	6.4	12.1	10516.0
RIPPLING WOODS	K-6	707	29.5	96.0	22.0	2.0	5.9	18.5	20.8	4.9	12.1	12695.0
RIVIERA BEACH	K-6	587	25.5	93.9	22.0	1.0	7.5	26.0	8.7	2.2	10.7	11045.0
ROLLING KNOLLS	K-6	586	22.5	95.5	25.0	1.0	10.8	20.0	19.2	10.7	12.3	12287.0
SEVERN	K-6	333	25.6	95.7	12.0	1.0	12.6	27.0	15.4	5.0	12.0	10353.0
SEVERNA PARK	K-6	397	23.9	95.6	15.6	1.0	9.1	22.5	18.1	4.6	12.7	16606.0
SHADY SIDE	K-6	699	23.3	94.8	29.0	1.0	9.9	28.4	16.7	9.5	12.1	10374.0
SOLLEY	K-6	211	24.8	95.3	7.5	1.0	5.2	14.4	11.8	4.2	10.1	10509.0
SOUTH SHORE	K-6	283	25.7	94.7	10.0	1.0	5.7	12.5	18.1	17.6	10.5	12802.0
SOUTHGATE	K-6	651	24.1	95.9	26.0	1.0	7.0	17.0	14.8	4.6	12.2	12461.0
SUNSET	K-6	675	25.0	93.6	25.0	2.0	4.2	9.5	18.5	5.7	10.5	10821.0
TRACEY'S	1-6	519	20.8	96.1	24.0	1.0	8.9	27.0	28.0	17.9	11.8	9582.0
TYLER HEIGHTS	K-6	707	21.4	94.0	32.0	1.0	8.4	8.5	9.1	11.6	12.1	9913.0
VAN BOKKELEN	K-6	805	24.5	92.3	31.8	1.0	8.5	17.0	14.6	4.6	12.0	9371.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(POINT PLEASANT - VAN BOKKELEN)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
POINT PLEASANT	3	106.0	3.91	3.89	+.02	3.94	3.98	-.04	4.16	4.31	-.15	3.98	3.94	+.04
	5	100.0	5.51	5.19	+.32	5.33	5.25	+.08	5.55	5.42	+.13	5.58	5.47	+.11
QUARTERFIELD	3	104.0	4.04	3.79	+.25	4.02	3.87	+.15	4.42	4.20	+.22	3.81	3.84	-.03
	5	99.0	5.35	5.15	+.20	5.40	5.21	+.19	5.37	5.35	+.02	5.18	5.40	-.22
RICHARD HENRY LEE	3	101.0	3.62	3.61	+.01	3.62	3.68	-.06	3.93	4.02	-.09	3.54	3.68	-.14
	5	97.0	5.20	5.00	+.20	5.12	5.07	+.05	5.01	5.21	-.20	4.94	5.26	-.32
RIDGEWAY	3	103.0	3.22	3.72	-.50	3.31	3.80	-.49	3.74	4.15	-.41	3.51	3.78	-.27
	5	98.0	5.03	5.04	-.01	5.02	5.13	-.11	5.01	5.26	-.25	5.05	5.31	-.26
RIPPLING WOODS	3	104.0	3.80	3.80	+.00	3.91	3.87	+.04	4.34	4.20	+.14	3.77	3.85	-.08
	5	102.0	5.87	5.39	+.48	5.67	5.44	+.23	5.67	5.58	+.09	5.77	5.63	+.14
RIVIERA BEACH	3	98.0	3.70	3.39	+.31	3.32	3.44	-.12	3.74	3.80	-.06	3.29	3.52	-.23
	5	99.0	5.08	5.04	+.04	5.01	5.11	-.10	4.98	5.36	-.38	5.42	5.39	+.03
ROLLING KNOLLS	3	98.0	3.43	3.46	-.03	3.42	3.50	-.08	3.76	3.85	-.09	3.33	3.54	-.21
	5	99.0	5.38	5.19	+.19	5.39	5.24	+.15	5.20	5.37	-.17	5.40	5.42	-.02
SEVERN	3	97.3	3.49	3.40	+.09	3.41	3.45	-.04	4.08	3.80	+.28	3.26	3.49	-.23
	5	99.0	5.00	5.10	-.10	5.16	5.19	-.03	5.36	5.32	+.04	5.29	5.37	-.08
SEVERNA PARK	3	109.0	3.99	4.14	-.15	3.98	4.20	-.22	4.37	4.51	-.14	3.94	4.14	-.20
	5	110.0	6.15	6.09	+.06	6.20	6.07	+.13	6.47	6.22	+.25	6.24	6.25	-.01
SHADY SIDE	3	97.0	3.31	3.38	-.07	3.01	3.43	-.42	3.65	3.79	-.14	3.22	3.48	-.26
	5	100.0	4.86	5.17	-.31	4.84	5.26	-.42	5.13	5.39	-.26	5.10	5.44	-.34
SOLLEY	3	94.0	2.68	3.14	-.46	2.66	3.17	-.51	3.10	3.55	-.45	3.00	3.31	-.31
	5	99.0	4.66	4.99	-.33	4.58	5.07	-.49	4.68	5.35	-.67 *	5.23	5.38	-.15
SOUTH SHORE	3	100.0	3.72	3.51	+.21	3.43	3.56	-.13	3.87	3.91	-.04	3.60	3.63	-.03
	5	104.0	5.82	5.42	+.40	5.56	5.47	+.09	5.43	5.75	-.32	5.38	5.77	-.39
SOUTHGATE	3	99.0	3.63	3.51	+.12	3.73	3.56	+.17	3.95	3.90	+.05	3.52	3.59	-.07
	5	104.0	5.97	5.51	+.46	5.63	5.57	+.06	5.64	5.71	-.07	6.08	5.75	+.33
SUNSET	3	97.0	2.91	3.32	-.41	2.95	3.37	-.42	3.19	3.74	-.55	3.25	3.46	-.21
	5	93.0	4.78	4.63	+.15	4.59	4.69	-.10	4.74	4.95	-.21	4.85	5.00	-.15
TRACEYS	3	101.0	3.27	3.59	-.32	3.47	3.67	-.20	4.12	4.02	+.10	3.46	3.67	-.21
	5	97.0	5.13	4.93	+.20	5.30	5.03	+.27	5.60	5.17	+.43	5.37	5.22	+.15
TYLER HEIGHTS	3	94.0	3.09	3.21	-.12	3.21	3.24	-.03	3.54	3.61	-.07	3.15	3.32	-.17
	5	96.0	4.94	4.89	+.05	5.18	4.99	+.19	5.08	5.10	-.02	4.92	5.16	-.24
VAN BOKKELEN	3	87.0	2.80	2.80	+.00	2.73	2.80	-.07	3.00	3.19	-.19	2.89	2.96	-.07
	5	94.0	4.20	4.73	-.53	4.30	4.83	-.53	4.33	4.95	-.62	4.85	5.02	-.17

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(POINT PLEASANT - VAN BOKKELEN)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
POINT PLEASANT	3	106.0	3.91	3.93	-.02	3.94	4.00	-.06	4.16	4.32	-.16	3.98	3.96	+.02
	5	100.0	5.51	5.17	+.34	5.33	5.24	+.09	5.55	5.42	+.13	5.58	5.46	+.12
QUARTERFIELD	3	104.0	4.04	3.80	+.24	4.02	3.87	+.15	4.42	4.20	+.22	3.81	3.85	-.04
	5	99.0	5.35	5.08	+.27	5.40	5.16	+.24	5.37	5.34	+.03	5.18	5.39	-.21
RICHARD HENRY LEE	3	101.0	3.62	3.61	+.01	3.62	3.67	-.05	3.93	4.01	-.08	3.54	3.69	-.15
	5	97.0	5.20	4.91	+.29	5.12	5.00	+.12	5.01	5.19	-.18	4.94	5.24	-.30
RIDGEWAY	3	103.0	3.22	3.74	-.52	3.31	3.80	-.49	3.74	4.14	-.40	3.51	3.80	-.29
	5	98.0	5.03	4.99	+.04	5.02	5.08	-.06	5.01	5.27	-.26	5.05	5.31	-.26
RIPPLING WOODS	3	104.0	3.80	3.80	+.00	3.91	3.87	+.04	4.34	4.20	+.14	3.77	3.85	-.08
	5	102.0	5.87	5.34	+.53	5.67	5.40	+.27	5.67	5.57	+.10	5.77	5.61	+.16
RIVIERA BEACH	3	98.0	3.70	3.41	+.29	3.32	3.47	-.15	3.74	3.83	-.09	3.29	3.52	-.23
	5	99.0	5.08	5.08	+.00	5.01	5.16	-.15	4.98	5.34	-.36	5.42	5.39	+.03
ROLLING KNOLLS	3	98.0	3.43	3.41	+.02	3.42	3.47	-.05	3.76	3.83	-.07	3.33	3.52	-.19
	5	99.0	5.38	5.08	+.30	5.39	5.16	+.23	5.20	5.34	-.14	5.40	5.39	+.01
SEVERN	3	97.3	3.49	3.37	+.12	3.41	3.42	-.01	4.08	3.78	+.30	3.26	3.48	-.22
	5	99.0	5.00	5.08	-.08	5.16	5.16	+.00	5.36	5.34	+.02	5.29	5.39	-.10
SEVERNA PARK	3	109.0	3.99	4.12	-.13	3.98	4.20	-.22	4.37	4.51	-.14	3.94	4.12	-.18
	5	110.0	6.15	6.03	+.12	6.20	6.04	+.16	6.47	6.18	+.29	6.24	6.20	+.04
SHADY SIDE	3	97.0	3.31	3.35	-.04	3.01	3.40	-.39	3.65	3.76	-.11	3.22	3.47	-.25
	5	100.0	4.86	5.17	-.31	4.84	5.24	-.40	5.13	5.42	-.29	5.10	5.46	-.36
SOLLEY	3	94.0	2.68	3.16	-.48	2.66	3.20	-.54	3.10	3.58	-.48	3.00	3.30	-.30
	5	99.0	4.66	5.08	-.42	4.58	5.16	-.58	4.68	5.34	-.66	5.23	5.39	-.16
SOUTH SHORE	3	100.0	3.72	3.54	+.18	3.43	3.60	-.17	3.87	3.95	[illegible]	3.60	3.63	-.03
	5	104.0	5.82	5.51	+.31	5.56	5.56	+.00	5.43	5.72	[illegible]	5.38	5.76	-.38
SOUTHGATE	3	99.0	3.63	3.48	+.15	3.73	3.53	+.20	3.95	3.89	+.06	3.52	3.58	-.06
	5	104.0	5.97	5.51	+.46	5.63	5.56	+.07	5.64	5.72	-.08	6.08	5.76	+.32
SUNSET	3	97.0	2.91	3.35	-.44	2.95	3.40	-.45	3.19	3.76	-.57	3.25	3.47	-.22
	5	93.0	4.78	4.56	+.22	4.59	4.67	-.08	4.74	4.89	-.15	4.85	4.94	-.09
TRACEYS	3	101.0	3.27	3.61	-.34	3.47	3.67	-.20	4.12	4.01	+.11	3.46	3.69	-.23
	5	97.0	5.13	4.91	+.22	5.30	5.00	+.30	5.60	5.19	+.41	5.37	5.24	+.13
TYLER HEIGHTS	3	94.0	3.09	3.16	-.07	3.21	3.20	+.01	3.54	3.58	-.04	3.15	3.30	-.15
	5	96.0	4.94	4.82	+.12	5.18	4.92	+.26	5.08	5.12	-.04	4.92	5.16	-.24
VAN BOKKELEN	3	87.0	2.80	2.71	+.09	2.73	2.74	-.01	3.00	3.14	-.14	2.89	2.92	-.03
	5	94.0	4.20	4.65	-.45	4.30	4.75	-.45	4.33	4.96	-.63	4.85	5.01	-.16

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL: STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WAUGH CHAPEL	K-6	637	22.1	94.6	26.8	2.0	7.4	11.0	18.7	11.0	12.4	12168.0
WEST ANNAPOLIS	K-6	341	26.2	95.9	11.0	2.0	12.7	24.3	30.8	13.2	12.4	10768.0
WEST MEADE	K-6	602	25.1	96.0	23.0	1.0	7.6	25.0	20.8	5.7	12.4	7487.0
WOODSIDE	K-6	589	22.7	95.0	24.0	2.0	9.5	15.9	11.5	5.9	12.0	10974.0
ANNAPOLIS JR HIGH	7-9	2621	19.6	90.2	126.9	7.0	7.8	13.9	25.3	8.0	12.4	11748.0
ARNOLD JUNIOR	7-9	1408	19.3	94.1	69.8	3.0	6.3	17.7	26.1	5.1	12.5	13479.0
ARUNDEL JR HI, AM	7-9	2240	20.4	93.6	104.0	6.0	6.8	13.7	20.9	8.2	12.3	13050.0
ARUNDEL JR HI, PM	7-9	2240	20.4	93.5	104.0	6.0	6.8	13.7	20.9	8.2	12.3	13050.0
BATES JR	7-9	1107	15.8	90.0	65.0	5.0	7.0	12.2	24.3	14.2	12.4	10951.0
BROOKLYN PK SR JR	7-12	1704	17.6	90.6	92.6	4.0	10.9	15.9	30.0	5.3	10.4	10776.0
CORKRAN JR HIGH	7-9	1778	18.3	91.2	91.0	6.0	7.0	20.0	19.6	5.6	12.1	11325.0
GEORGE FOX JR HIGH	7-9	2197	17.6	94.6	118.0	7.0	6.7	20.9	25.6	6.7	11.0	11117.0
LINDALE JR HIGH	7-9	1783	19.0	93.5	88.7	5.0	5.9	11.8	18.9	4.4	11.8	12005.0
MACARTHUR JR HIGH	7-9	2029	19.7	94.3	97.0	6.0	6.3	12.3	20.4	7.0	12.2	9332.0
MARLEY JR HIGH	7-9	1283	18.6	91.9	65.0	4.0	7.6	14.3	11.6	4.7	11.9	11166.0
SEVERNA PARK JR	7-9	1474	17.2	94.4	80.0	5.0	7.4	17.2	25.9	5.2	12.4	13931.0
SOUTHERN JR HI	7-8	665	18.0	93.6	35.0	2.0	9.5	18.5	29.7	13.1	12.0	10152.0
SOUTHERN SR HI	9-12	1913	18.9	91.0	95.0	6.0	9.4	21.3	24.7	11.1	12.2	10770.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(WAUGH CHAPEL - SOUTHERN SR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WAUGH CHAPEL	3	100.0	3.39	3.58	-.19	3.52	3.63	-.11	3.75	3.97	-.22	3.25	3.64	-.39
	5	102.0	5.55	5.38	+.17	5.56	5.44	+.12	5.33	5.57	-.24	5.51	5.61	-.10
WEST ANNAPOLIS	3	101.0	3.29	3.62	-.33	3.43	3.69	-.26	3.96	4.04	-.08	3.45	3.68	-.23
	5	101.0	5.53	5.27	+.26	5.34	5.36	-.02	5.48	5.46	+.02	5.39	5.51	-.12
WEST MEADE	3	100.0	3.45	3.34	+.11	3.49	3.63	-.14	3.98	3.99	-.01	3.42	3.61	-.19
	5	104.0	5.74	5.35	+.39	5.63	5.51	+.12	5.66	5.57	+.09	5.53	5.62	-.09
WOODSIDE	3	107.0	3.79	3.95	-.16	3.98	4.05	-.07	4.37	4.38	-.01	3.85	3.99	-.14
	5	101.0	5.21	5.25	-.04	5.34	5.33	+.01	5.34	5.47	-.13	5.52	5.52	+.00
ANNAPOLIS JR HIGH	7	103.0	6.98	7.11	-.13	6.93	7.13	-.20	6.84	7.17	-.33	7.07	7.35	-.28
	9	102.0	8.48	8.62	-.14	8.28	8.39	-.11	8.06	8.48	-.42	8.53	8.67	-.14
ARNOLD JUNIOR	7	106.0	7.50	7.48	+.02	7.28	7.46	-.18	7.32	7.48	-.16	7.66	7.69	-.03
	9	106.0	9.03	9.10	-.07	8.72	8.90	-.18	8.75	8.92	-.17	8.88	9.14	-.26
ARUNDEL JR HI, AM	7	104.0	7.16	7.26	-.10	7.18	7.26	-.08	7.00	7.32	-.32	7.22	7.51	-.29
	9	106.0	8.78	9.07	-.29	8.57	8.90	-.33	8.21	8.90	-.69	8.85	9.14	-.29
ARUNDEL JR HI, PM	7	106.0	7.10	7.47	-.37	7.26	7.46	-.20	7.11	7.48	-.37	7.49	7.70	-.21
	9	106.0	8.91	9.07	-.16	8.87	8.90	-.03	8.47	8.90	-.43	8.93	9.14	-.21
BATES JR	7	100.0	6.70	6.77	-.07	6.79	6.82	-.03	6.95	6.89	+.06	6.73	7.02	-.29
	9	103.0	8.62	8.67	-.05	8.71	8.48	+.23	8.62	8.52	+.10	8.58	8.73	-.15
BROOKLYN PK SR JR	7	97.0	6.58	6.55	+.03	6.19	6.62	-.43	6.27	6.78	-.51	6.81	7.01	-.20
	9	97.0	7.74	8.04	-.30	7.39	7.92	-.53	7.67	8.09	-.42	8.03	8.25	-.22
CORKRAN JR HIGH	7	102.0	7.03	7.01	+.02	6.96	7.04	-.08	7.04	7.09	-.05	7.03	7.27	-.24
	9	101.0	8.48	8.49	-.01	8.40	8.29	+.11	8.36	8.39	-.03	8.42	8.57	-.15
GEORGE FOX JR HIGH	7	101.0	6.70	6.95	-.25	6.69	6.98	-.29	6.37	7.08	-.71	6.90	7.31	-.41
	9	102.0	8.09	8.55	-.46	8.05	8.46	-.41	7.61	8.51	-.90 *	8.27	8.74	-.47
LINDALE JR HIGH	7	99.0	6.80	6.73	+.07	6.68	6.78	-.10	6.62	6.90	-.28	6.98	7.06	-.08
	9	104.0	8.76	8.81	-.05	8.57	8.67	-.10	8.20	8.70	-.50	8.63	8.93	-.30
MACARTHUR JR HIGH	7	102.0	6.95	6.93	+.02	7.03	6.98	+.05	6.89	6.99	-.10	6.96	7.16	-.20
	9	107.0	8.67	8.95	-.28	8.77	8.91	-.14	8.45	8.78	-.33	8.85	9.09	-.24
MARLEY JR HIGH	7	101.0	6.79	6.91	-.12	6.74	6.95	-.21	6.86	7.02	-.16	7.04	7.20	-.16
	9	104.0	8.41	8.76	-.35	8.18	8.64	-.46	8.41	8.64	-.23	8.61	8.89	-.28
SEVERNA PARK JR	7	107.0	7.61	7.60	+.01	7.47	7.57	-.10	7.58	7.59	-.01	7.82	7.82	+.00
	9	108.0	9.18	9.31	-.13	9.15	9.15	+.00	9.00	9.12	-.12	9.41	9.37	+.04
SOUTHERN JR HI	7	100.0	6.27	6.76	-.49	6.58	6.82	-.24	6.44	6.88	-.44	6.50	7.04	-.54
SOUTHERN SR HI	9	99.0	7.58	8.28	-.70	7.42	8.03	-.61	7.34	8.18	-.84 *	7.73	8.33	-.60

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(WAUGH CHAPEL - SOUTHERN SR)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WAUGH CHAPEL	3	100.0	3.39	3.54	-.15	3.52	3.60	-.08	3.75	3.95	-.20	3.25	3.63	-.38
	5	102.0	5.55	5.34	+.21	5.56	5.40	+.16	5.33	5.57	-.24	5.51	5.61	-.10
WEST ANNAPOLIS	3	101.0	3.29	3.61	-.32	3.43	3.67	-.24	3.96	4.01	-.05	3.45	3.69	-.24
	5	101.0	5.53	5.25	+.28	5.34	5.32	+.02	5.48	5.50	-.02	5.39	5.53	-.14
WEST MEADE	3	100.0	3.65	3.54	+.11	3.49	3.60	-.11	3.98	3.95	+.03	3.42	3.63	-.21
	5	104.0	5.74	5.51	+.23	5.63	5.56	+.07	5.66	5.72	-.06	5.53	5.76	-.23
WOODSIDE	3	107.0	3.79	3.99	-.20	3.98	4.07	-.09	4.37	4.39	-.02	3.85	[illegible]	-.17
	5	101.0	5.21	5.25	-.04	5.34	5.32	+.02	5.34	5.50	[illegible]	5.52	5.53	-.01
ANNAPOLIS JR HIGH	7	103.0	6.98	7.15	-.17	6.93	7.16	-.23	6.84	7.22	-.38	7.07	7.43	-.36
	9	102.0	8.48	8.59	-.11	8.28	8.44	-.16	8.06	8.51	-.45	8.53	8.71	-.18
ARNOLD JUNIOR	7	106.0	7.50	7.47	+.03	7.28	7.46	-.18	7.32	7.49	-.17	7.66	7.71	-.05
	9	106.0	9.03	9.05	-.02	8.72	8.91	-.19	8.75	8.90	-.15	8.88	9.15	-.27
ARUNDEL JR HI, AM	7	104.0	7.16	7.25	-.09	7.18	7.26	-.08	7.00	7.31	-.31	7.22	7.52	-.30
	9	106.0	8.78	9.05	-.27	8.57	8.91	-.34	8.21	8.90	-.69	8.85	9.15	-.30
ARUNDEL JR HI, PM	7	106.0	7.10	7.47	-.37	7.26	7.46	-.20	7.11	7.49	-.38	7.49	7.71	-.22
	9	106.0	8.91	9.05	-.14	8.87	8.91	-.04	8.47	8.90	-.43	8.93	9.15	-.22
BATES JR	7	100.0	6.70	6.82	-.12	6.79	6.86	-.07	6.95	6.95	+.00	6.73	7.15	-.42
	9	103.0	8.62	8.71	-.09	8.71	8.55	+.16	8.62	8.61	+.01	8.58	8.82	-.24
BROOKLYN PK SR JR	7	97.0	6.58	6.49	+.09	6.19	6.56	-.37	6.27	6.69	-.42	6.81	6.87	-.06
	9	97.0	7.74	8.02	-.28	7.39	7.85	-.46	7.67	8.01	-.34	8.03	8.17	-.14
CORKRAN JR HIGH	7	102.0	7.03	7.04	-.01	6.96	7.06	-.10	7.04	7.13	-.09	7.03	7.34	-.31
	9	101.0	8.48	8.48	+.00	8.40	8.32	+.08	8.36	8.41	-.05	8.42	8.60	-.18
GEORGE FOX JR HIGH	7	101.0	6.70	6.93	-.23	6.69	6.96	-.27	6.37	7.04	-.67	6.90	7.24	-.34
	9	102.0	8.09	8.59	-.50	8.05	8.44	-.39	7.61	8.51	-.90 *	8.27	8.71	-.44
LINDALE JR HIGH	7	99.0	6.80	6.71	+.09	6.68	6.76	-.08	6.62	6.87	-.25	6.98	7.06	-.08
	9	104.0	8.76	8.82	-.06	8.57	8.67	-.10	8.20	8.71	-.51	8.63	8.93	-.30
MACARTHUR JR HIGH	7	102.0	6.95	7.04	-.09	7.03	7.06	-.03	6.89	7.13	-.24	6.96	7.34	-.38
	9	107.0	8.67	9.16	-.49	8.77	9.02	-.25	8.45	9.00	-.55	8.85	9.25	-.40
MARLEY JR HIGH	7	101.0	6.79	6.93	-.14	6.74	6.96	-.22	6.96	7.04	-.18	7.04	7.24	-.20
	9	104.0	8.41	8.82	-.41	8.18	8.67	-.49	8.41	8.71	-.30	8.61	8.93	-.32
SEVERNA PARK JR	7	107.0	7.61	7.58	+.03	7.47	7.56	-.09	7.58	7.57	+.01	7.82	7.80	+.02
	9	108.0	9.18	9.28	-.10	9.15	9.14	+.01	9.00	9.10	-.10	9.41	9.36	+.05
SOUTHERN JR HI	7	100.0	6.27	6.82	-.55	6.58	6.86	-.28	6.44	6.95	-.51	6.50	7.15	-.65 *
SOUTHERN SR HI	9	99.0	7.58	8.25	-.67	7.42	8.08	-.66	7.34	8.21	-.87 *	7.73	8.39	-.66

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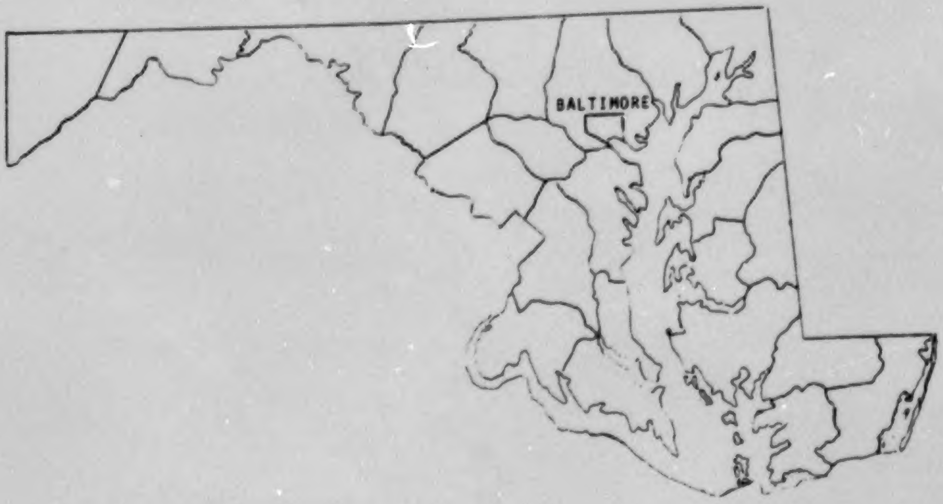
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.4 BALTIMORE COUNTY

School System Goals and Objectives



A. Setting Goals and Objectives. Of the many activities required by the accountability law, none is more important than the establishment of goals and objectives at the local county and at the individual school level. This is important for two reasons. First, the intent of the accountability program requires the evaluation of instructional programs and the appraisal of students' progress toward stated goals and objectives. Second, not much can be accomplished toward fulfilling the intent of the law unless local administrators, teachers, and subject specialists are involved in the accountability process.

Such a cooperative approach is not new in Baltimore County. Over many years, new programs and instructional strategies have been the result of the many hours of involvement of teachers, administrators, and subject supervisors in summer workshops and curriculum committees. These traditional practices have been employed in setting goals and objectives for the school system and at the individual school level. The passage of the law has had a number of direct effects on curriculum development activities in Baltimore County. Once again, a substantial effort is being made to reappraise the important areas of reading, writing, and mathematics, all three areas at the same time. Goals and objectives are being described with a greater amount of precision. The importance of measurement and the formal appraisal of students' progress are being stressed and required. In addition, more comprehensive reporting of student progress is being designed to better communicate with parents, citizens, and others.

In Baltimore County many groups and committees have been involved with the implementation of the accountability law thus far. During the 1973-1974 school year, three of these committees were charged with the responsibility of establishing goals and objectives in the areas of reading, writing, and mathematics, respectively. The educational background of the committee members varied; membership was made up of elementary and secondary personnel, teachers, administrators, subject supervisors, and staff from different disciplines.

At the end of the school year, the committees had accomplished their task; goals and objectives for the school system had been established and informational materials to assist individual schools with the process of setting goals and objectives had been developed. The following school system goals were established.

B. Baltimore County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Baltimore County has developed the following Local System Goals:

In Reading, each student who has completed the elementary-secondary school reading program of this school system should be able to:

1.A. Identify a purpose for using print and nonprint materials.

1.B. Locate a variety of print and nonprint materials.

1.C. Evaluate the appropriateness of specific print and nonprint materials (e.g., purpose, need, interest, level of difficulty, and content).

2.A. Apply a combination of various methods of recognizing unfamiliar words (e.g., picture, context, structure, phonic, and authority clues).

2.B. Determine meanings of words in context through application of word analysis and word meaning skills.

2.C. Recognize words comprising basic vocabulary.

3.A. Relate ideas by identifying:

- main idea
- detail
- sequence
- pattern of organization (e.g., chapter headings, subtitles, summaries, etc.)

3.B. Recall information both:

- immediate
- delayed

3.C. Apply appropriate reading strategies including:

- method of study
- following directions
- skimming
- locating information
- using the media center
- adjusting rate

3.D. Interpret material by:

- drawing conclusions
- distinguishing between fact and opinion
- detecting propaganda
- forecasting results
- making generalizations
- making comparisons and contrasts
- appraising or analyzing
- elaborating

3.E. Identify literary devices (e.g., character development, figurative language, plot, setting, theme, etc.)

3.F. Ask a variety of questions requiring him to "read":

- in the lines (literally)
- between the lines (critically)
- beyond the lines (creatively)

3.G. Interpret formulas and symbols.

4.A. Demonstrate the ability to follow directions, specifically:

- basic directions - (e.g., road signs, building signs, textbooks, etc.)

- sequential order directions - (e.g., emergency directions, games, Do-It-Yourself Kits, first aid, telephone dialing, recipes, appliances, etc.)
- cautions, labels, and warnings - (e.g., survival signs, dosages, ingredients, cleaning solvents, waxes, etc.)
- locational directions - (e.g., street signs, bus routes, maps, etc.)

4.B. Demonstrate the ability to locate references, specifically:

- single volume sources - (e.g., almanac, catalog, job manual, textbook, travel guide, etc.)
- multi-volume sources - (e.g., telephone book, encyclopedia, volumed indexes, etc.)
- multi-media center - (e.g., card catalog, magazine shelf, etc.)

4.C. Acquire information by using materials for:

- vocation - (e.g., training manuals, job requirements, want ads, work schedules, policies, and procedures, etc.)
- civic awareness - (e.g., public announcements, newspapers, political materials, etc.)
- home needs - (e.g., bills, sales policies, consumer information, government pamphlets, contracts, etc.)

4.D. Interpret and/or complete forms, specifically:

- personal information requests - (e.g., school forms, income forms, job applications, working permits, driver's license applications, etc.)
- financial agreements - (e.g., sales slips, credit card policies, subscriptions, reservations, bank statements, rental agreements, etc.)

4.E. Attain personal development by reading from a variety of materials to:

- gain knowledge
- share reactions with others
- entertain self and others

5.A. Read for personal activity.

5.B. Read selectively.

5.C. Develop a self-concept as a reader.

In Writing, each student should:

1.A. Demonstrate participation in a variety of types of personal writing--those which are self-initiated but only for one's own use, and those which are self-motivated but directed to an audience beyond one's self.

1.B. Be able to describe the reason for his personal writing; that is, to identify the stimulus as coming from within himself, and to identify the purpose as one on a continuum from the free expression of feelings and ideas to the recording of experiences, emotions, and ideas in more deliberately structured "literary" forms.

1.C. Be able to describe the real or "established" audience for his written communication before selecting content, structure, or style.

1.D. Recognize and demonstrate the ability to use sources in himself, other people, and the external environment as the subject matter of personal writing, selecting from the available content what is appropriate for his purpose and audience.

1.E. After considering the extent to which his personal writing is to be made "public", devise a method of presentation based on his purpose, audience, and content--determining perhaps minimal adherence to form, linguistic structure, and conventions in free expression and maximum adherence in personal writing intended for a more formal audience. He should demonstrate the ability to write a presentation based upon these considerations.

2.A. Demonstrate participation in a variety of "social" or "public-transactional" types of experiences or assignments--school-related writing, social-civic-related writing, and career-related writing.

2.B. Be able to determine the stimulus and intent of writing. He should be able to demonstrate his ability to write a presentation which has been motivated either by himself or by another source for school, social, civic, or career-related purposes such as communicating information to others for clarification of meaning or for explanations of processes or procedures, using language to persuade others to act or to consider changes in opinions and attitudes, transacting business or vocational activities, reporting on research, etc.

2.C. Describe the real or "established" audience for his written communication before selecting content, structure, or style.

2.D. Recognize and demonstrate the ability to use sources in himself, other people, the external environment, print and nonprint materials, as the subject matter of public-transactional writing, selecting from available content what is appropriate to the purpose and audience and what is possible for inclusion in a writing task of specified length.

2.E. Decide on a method and construct a presentation which begins with a plan for writing and proceeds through increasing stages of refinement as with developing maturity. He should demonstrate his ability to select carefully from options in forms, linguistic structures, and conventions in the mechanics of writing.

3.A. Be able to describe some of his own personal, social-civic, and career situations which will require his writing and to estimate the degree of adherence to conventions demanded by each. He should be able to identify these situations in his own life.

3.B. Demonstrate in any situation requiring writing for a formal audience, his understanding and value of the composing process by writing an initial draft and then revising it before submitting the paper.

3.C. Accept the responsibility of responding in writing (by writing appropriate responses) when social amenities require them.

3.D. Share with the class or a small group (or describe to them) examples of self-motivated writing done over a designated period of time.

3.E. Analyze and describe the value he places on writing as a means of free expression.

3.F. Indicate his awareness of the peculiar value of the written word for certain tasks by using that medium for expression of those tasks.

In Mathematics, each Baltimore County student upon completion of the elementary-secondary mathematics program should:

1.A. Recognize mathematical symbols and definitions.

1.B. Recall mathematical facts.

1.C. Recognize and name basic geometric shapes.

1.D. Identify and name numerical symbols.

1.E. Recognize and identify standard units of measure.

2.A. Perform the operations of addition, subtraction, multiplication, and division of numbers.

2.B. Demonstrate the ability to measure.

2.C. Convert within a system of measurement.

2.D. Draw geometric shapes and figures.

2.E. Read charts, tables, and graphs.

2.F. Solve simple equations and inequalities.

3.A. Translate mathematical symbols to words and words to mathematical symbols.

3.B. Translate one mathematical representation to another.

3.C. Translate from a physical situation to a mathematical representation and from a mathematical representation to a physical situation.

3.D. Understand geometric concepts and processes.

3.E. Construct and interpret graphs.

3.F. Possess a knowledge of probability.

3.G. Understand concepts of statistics.

4.A. Determine a logical sequence of steps to solve a particular problem.

4.B. Apply the mathematical skills and techniques needed to solve a particular problem.

5.A. Recognize the existence of a problem, state it, analyze it in terms of given information and required outcome, suggest a solution (if it exists) and solve it.

5.B. Transfer and utilize mathematical reasoning and processes to solve problems relating to personal, consumer, and societal needs.

6.A. Recognize and appreciate the necessity of mathematics in daily living.

6.B. Realize that mathematics can be enjoyable.

To assist individual schools establish goals and objectives, the following publications were prepared:

Improving Written Composition Through Accountability for the Teaching of Writing--State Goals, County Goals, and Problems of Assessment

Accountability in Reading--A Guide for Local School Management by Objectives

Accountability in Mathematics--A Guide for the Preparation of Local School Objectives

During the 1974-1975 school year, the guides developed by the committees will be used by individual schools in setting student objectives and establishing evaluative strategies to appraise student progress toward stated goals. As of this writing, individual schools have established or are in the process of establishing committees for the purpose of setting objectives. The student-oriented objectives and evaluative strategies of the individual schools will be forwarded to the Maryland State Department of Education by April 1, 1975.

In addition to the committees responsible for setting goals and objectives in the areas required by the accountability law, other groups have had coordinating responsibilities for the implementation of the program and still other committees have begun the process of setting goals and objectives in subject areas not required by the law. Committees have been established in the areas of physical education, art, music, and guidance services and are involved in activities similar to those utilized by the areas of reading, mathematics, and writing. These latter activities represent Baltimore County's commitment to a balanced curriculum with importance assigned to all subject areas.

C. Measurement of Student Progress. Historically, the weakest link in the process presently described as accountability has been the area of measurement--the appraisal of how well students progress toward stated goals and objectives. Although the past decade has produced many significant advances, many measurement perplexities remain. No doubt, as we reflect back a decade from now, the import of the entire accountability movement will be appraised by the progress made in the resolution of some of these issues. Will, for example, better and more comprehensive measurement or testing strategies evolve? The existing testing phase of the accountability program indicates that writing skills are being assessed. Some of them are, the mechanics of writing or proof reading skills such as spelling, punctuation; writing, per se, the development of an organized piece of written material, however, is not being appraised.

Much of what students learn in school is influenced by the affective or "feeling" dimension of educational process. How a student sees himself or herself as a learner, and how he or she relates to teachers and programs shape success as much if not more than any other factors. Yet, the affective or "feeling" aspect of learning eludes existing measurement efforts, and because of measurement difficulties this is not included in many accountability plans. Most would agree that the progress of students toward specified goals and objectives will be influenced by factors related to a student's "feeling" about himself or herself as a learner; seemingly, comprehensive assessment plans should include - or work toward the inclusion of the affective dimension of the learning process.

Another question worthy of brief consideration is whether a better understanding of measurement and testing will be attained as a result of the accountability movement. Will the reader of the Maryland State Accountability Report, for example, realize the difference between the appraisal of student progress toward specified goals and objectives and the ranking of schools and counties on average grade equivalent performance measures? In and of itself, ranking information provides an indication or highlights an area measured by the test that needs further consideration, but it does not appraise how well students are progressing toward stated goals and objectives. Thus, the report does not directly assess student progress toward state and local accountability goals and objectives.

D. Baltimore County Assessment Results. In the main, the test results reported for Baltimore County are satisfactory. Compared with similar data of past years and general expectations, there are no surprises. In comparing the average grade equivalent scores of Baltimore County with similar scores for the State of Maryland in the various areas tested by the IOWA Tests of Basic Skills and the Cognitive Abilities Test at grades three, five, seven, and nine, the average county scores exceed the State averages in all areas. On the language usage subtest at the ninth grade level, the average grade equivalent score for Baltimore County ranked one and a half months above the average grade equivalent for the State; on the mathematical concepts subtest at the seventh grade level, the average grade equivalent for Baltimore County ranked six plus months above the average grade equivalent for the State. The other average grade equivalents for Baltimore County varied between these positions.

When compared with national grade equivalent the average grade equivalent scores for Baltimore County vary above and below the national norms. According to the data appearing in the State Report, the average grade equivalent score for Baltimore County ranks four and one-half months below the National grade equivalent in Reading Comprehension at the ninth grade level; in the language area, the average grade equivalent score for Baltimore County ranks five and one-half months above the National grade equivalent at the third grade level. The other average grade equivalents for Baltimore County varied between these positions.

In the months ahead, the information reported in the State Report will be subjected to indepth study. As indicated earlier, the average rankings that appear in the State Report will be used to "highlight" or point out conditions for further study. Once identified, other documents available in Baltimore County containing item analysis will be employed to appraise actual student performance. As in past years, the information gained from studying the item analysis documents, when appropriate, will be incorporated into future curricular and instructional workshops and study committees at the county and individual school level.

There are three additional considerations pertaining to the 1974 test results for Baltimore County that the reader should be aware of when reviewing the data contained in the State Report. One issue involves nongradedness and what children in a nongraded elementary school should be tested. In past years, Baltimore County used a test level system of its own design that assured the comparability of students tested in graded and nongraded schools. Last year for nongraded schools, age became the sole criterion for participation in last spring's testing phase of the accountability program. Early estimates of the effects of this policy indicate that on the average, students tested in nongraded schools of Baltimore County were younger and had spent less time in school than groups of students tested in graded schools. Since approximately one-half of the elementary schools are nongraded, some adverse effects would be inherent in the average grade equivalent scores for the county. More importantly, the influence of the student selection policy should be considered when appraising the results for individual schools.

A second issue that should be considered when interpreting the results for Baltimore County involves the use of the 1970 Census data as a means of assessing "expected" school performance. Simply stated, many of the communities in Baltimore County have changed substantially since the data was collected in 1970.

Testing in the late spring of the year is another issue that should be given consideration. The effects of test administration so late precludes maximum utilization of the test results at the school level.

E. Unmet Needs. The goals of the Accountability Law are admirable ones. These goals are not easily obtained, but attainable if a concerted effort is made and the resources are available to accomplish the intent of the law. Accomplishing the goals of the law cannot be attained over one or two years; they can, however, be accomplished over the next decade or so.

Some of the unmet needs have been mentioned in other sections of this report. There are many additions to the list. Other needs include (1) provision of more help to teachers and administrators in the development of better assessment instruments and strategies for school use, (2) increased understanding of evaluative information and data by educators and the public, (3) the development of more comprehensive reporting systems for documents such as the State Report, and (4) the development of specific programs to achieve optimum utilization of assessment results at the individual school level.

BALTIMORE COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
621,077	$12,081	13.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
128,700	$11,643	$22,258	9.6	22.3

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
33.6	18.0	94.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,037.77	$782.14	75.5	$20.18

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.9	$6.92	0.7

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	8795	97.98	106	105.0	15.66	3.88	1.11
	5	9620	99.36	106	105.7	14.81	5.54	1.55
	7	10592	97.72	26	103.8	15.10	7.34	1.86
	9	11042	96.00	28	103.8	15.27	8.91	1.89
(2) READING COMPREHENSION	3	8795	98.09	106	105.0	15.66	3.94	1.22
	5	9620	99.37	106	105.7	14.81	5.61	1.40
	7	10592	97.72	26	103.8	15.10	7.30	1.62
	9	11042	96.00	28	103.8	15.27	8.75	1.80
(3) SPELLING	3	8795	97.69	106	105.0	15.66	4.40	1.37
	5	9620	99.37	106	105.7	14.81	5.98	1.69
	7	10592	97.82	26	103.8	15.10	7.64	2.01
	9	11042	96.10	28	103.8	15.27	8.92	2.11
(4) CAPITALIZATION	3	8795	97.76	106	105.0	15.66	4.09	1.32
	5	9620	99.40	106	105.7	14.81	5.89	1.67
	7	10592	97.82	26	103.8	15.10	7.54	1.97
	9	11042	96.10	28	103.8	15.27	8.80	2.16
(5) PUNCTUATION	3	8795	97.71	106	105.0	15.66	4.29	1.41
	5	9620	99.38	106	105.7	14.81	5.94	1.63
	7	10592	97.82	26	103.8	15.10	7.34	2.00
	9	11042	96.10	28	103.8	15.27	8.57	2.17

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

BALTIMORE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	8795	97.68	106	105.0	15.66	4.09	1.41
	5	9620	99.37	106	105.7	14.81	5.66	1.63
	7	10592	97.82	26	103.8	15.10	7.44	1.95
	9	11042	96.10	28	103.8	15.27	8.53	2.17
(7) LANGUAGE TOTAL	3	8795	97.49	106	105.0	15.66	4.24	1.21
	5	9620	99.32	106	105.7	14.81	5.88	1.47
	7	10592	97.82	26	103.8	15.10	7.50	1.74
	9	11042	96.10	28	103.8	15.27	8.72	1.89
(8) MATHEMATICAL CONCEPTS	3	8795	97.75	106	105.0	15.66	4.03	1.04
	5	9620	99.30	106	105.7	14.81	6.19	1.52
	7	10592	97.71	26	103.8	15.10	7.95	1.74
	9	11042	95.92	28	103.8	15.27	9.25	1.78
(9) MATHEMATICAL PROBLEMS	3	8795	97.71	106	105.0	15.66	3.93	1.08
	5	9620	99.27	106	105.7	14.81	5.71	1.40
	7	10592	97.71	26	103.8	15.10	7.56	1.65
	9	11042	95.92	28	103.8	15.27	8.89	1.88
(10) MATHEMATICAL TOTAL	3	8795	97.67	106	105.0	15.66	3.99	1.02
	5	9620	99.26	106	105.7	14.81	5.97	1.40
	7	10592	97.71	26	103.8	15.10	7.78	1.62
	9	11042	95.92	28	103.8	15.27	9.09	1.75

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ARBUTUS	K-6	547	22.8	96.4	21.9	2.0	11.4	20.2	39.5	1.2	11.5	12081.0
BACK RIVER	K-6	307	25.6	95.8	11.0	1.0	8.9	18.0	16.7	3.8	9.9	10277.0
BALTIMORE HIGHLANDS	K-5	715	21.0	95.4	32.0	2.0	8.3	20.8	29.4	4.5	10.1	9544.0
BATTLE GROVE	K-6	742	18.5	95.5	38.0	2.0	10.6	20.5	27.5	7.6	10.1	10107.0
BEAR CREEK	K-6	791	21.4	95.4	35.0	2.0	9.3	39.0	10.8	2.6	11.8	11154.0
BEDFORD	K-5	481	21.9	93.1	19.0	3.0	11.3	19.0	54.5	1.4	12.4	14142.0
BERKSHIRE	K-6	604	22.8	96.7	24.5	2.0	8.2	25.3	18.9	1.3	9.9	10666.0
CAMPFIELD	K-6	507	25.3	95.2	18.0	2.0	8.9	22.9	37.5	0.8	12.5	14322.0
CARNEY	K-6	503	18.6	96.8	25.0	2.0	10.6	18.5	33.3	3.9	11.5	12080.0
CARROLL MANOR	K-6	612	22.7	95.9	25.0	2.0	12.5	21.0	31.5	4.7	12.4	16345.0
CATONSVILLE	K-6	638	24.1	95.6	24.5	2.0	10.1	33.5	26.4	4.1	11.4	12368.0
CEDARMERE	K-6	702	22.9	95.0	28.6	2.0	8.6	29.5	24.8	6.8	12.0	11587.0
CHADWICK	K-6	419	19.0	95.3	20.0	2.0	10.7	17.5	45.5	0.1	12.5	12106.0
CHAPEL HILL	K-6	417	16.3	96.2	23.5	2.0	9.3	27.0	31.4	3.7	11.3	12085.0
CHARLESMONT	K-6	588	19.9	95.4	27.5	2.0	8.2	22.5	27.1	6.5	11.0	10510.0
CHASE	K-6	551	22.9	95.1	22.0	2.0	11.6	18.7	20.8	9.0	10.8	10779.0
CHESAPEAKE TERRACE	K-6	318	24.5	95.9	11.0	2.0	12.7	24.5	15.4	8.0	9.8	10361.0
CHURCH LANE	K-6	747	22.0	93.1	32.0	2.0	7.6	19.0	38.2	2.3	12.4	13412.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(ARBUTUS - CHURCH LANE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ARBUTUS	3	101.3	4.00	3.62	+.38	3.90	3.68	+.22	4.20	4.02	+.18	4.00	3.70	+.30
	5	105.2	5.60	5.54	+.06	5.60	5.60	+.00	5.90	5.79	+.11	6.00	5.82	+.18
BACK RIVER	3	97.3	3.30	3.32	-.02	3.10	3.37	-.27	3.60	3.74	-.14	3.70	3.47	+.23
	5	97.0	4.50	4.84	-.34	4.50	4.92	-.42	4.60	5.22	-.62	5.10	5.25	-.15
BALTIMORE HIGHLANDS	3	98.9	3.70	3.41	+.29	3.60	3.48	+.12	3.70	3.84	-.14	3.70	3.55	+.15
	5	104.7	5.30	5.33	-.03	5.10	5.44	-.34	5.40	5.71	-.31	5.60	5.73	-.13
BATTLE GROVE	3	101.7	3.70	3.57	+.13	3.70	3.66	+.04	3.90	4.01	-.11	3.60	3.69	-.09
	5	99.0	4.50	4.97	-.47	4.80	5.06	-.26	5.10	5.34	-.24	5.30	5.37	-.07
BEAR CREEK	3	110.8	4.10	4.16	-.06	4.10	4.28	-.18	4.70	4.60	+.10	4.40	4.18	+.22
	5	105.8	5.20	5.56	-.36	5.30	5.64	-.34	5.60	5.80	-.20	5.80	5.84	-.04
BEDFORD	3	112.7	4.50	4.31	+.19	4.60	4.42	+.18	5.20	4.73	+.47	4.50	4.30	+.20
	5	110.8	6.30	6.03	+.27	6.20	6.07	+.13	6.80	6.21	+.59	6.50	6.24	+.26
BERKSHIRE	3	101.4	3.60	3.55	+.05	3.70	3.63	+.07	4.10	3.98	+.12	3.80	3.68	+.12
	5	106.2	5.10	5.45	-.35	5.50	5.54	-.04	5.80	5.85	-.05	5.70	5.86	-.16
CAMPFIELD	3	104.6	3.90	3.86	+.04	4.10	3.92	+.18	4.30	4.24	+.06	4.00	3.89	+.11
	5	102.0	5.60	5.46	+.14	5.50	5.48	+.02	5.90	5.63	+.27	5.90	5.66	+.24
CARNEY	3	108.2	4.00	4.01	-.01	3.70	4.11	-.41	4.40	4.44	-.04	4.10	4.05	+.05
	5	110.0	5.20	5.85	-.65	5.40	5.93	-.53	6.00	6.12	-.12	6.00	6.14	-.14
CARROLL MANOR	3	109.1	4.40	4.13	+.27	4.30	4.20	+.10	4.70	4.51	+.19	4.40	4.14	+.26
	5	105.3	6.00	5.75	+.25	5.80	5.73	+.07	6.10	5.90	+.20	6.30	5.93	+.37
CATONSVILLE	3	107.5	4.00	3.97	+.03	4.30	4.06	+.24	4.50	4.39	+.11	4.20	4.02	+.18
	5	106.2	5.50	5.61	-.11	5.60	5.67	-.07	6.00	5.87	+.13	6.30	5.90	+.40
CEDARMERE	3	103.2	4.00	3.74	+.26	3.90	3.82	+.08	4.10	4.15	-.05	4.00	3.80	+.20
	5	105.3	5.40	5.56	-.16	5.40	5.63	-.23	5.70	5.78	-.08	5.80	5.81	-.01
CHADWICK	3	105.7	3.80	3.90	-.10	3.90	3.99	-.09	4.40	4.32	+.08	3.80	3.93	-.13
	5	103.3	5.00	5.47	-.47	5.20	5.54	-.34	5.60	5.65	-.05	5.70	5.69	+.01
CHAPEL HILL	3	100.1	3.50	3.54	-.04	3.60	3.60	+.00	3.50	3.95	-.45	3.60	3.64	-.04
	5	104.5	5.40	5.48	-.08	5.60	5.54	+.06	6.00	5.75	+.25	6.00	5.78	+.22
CHARLESMONT	3	96.7	3.60	3.32	+.28	3.50	3.37	+.13	4.10	3.74	+.36	3.50	3.45	+.05
	5	100.7	4.80	5.15	-.35	5.00	5.24	-.24	5.10	5.46	-.36	5.40	5.49	-.09
CHASE	3	96.3	3.30	3.30	+.00	3.40	3.34	+.06	3.40	3.71	-.31	3.60	3.43	+.17
	5	100.5	4.70	5.14	-.44	5.10	5.22	-.12	5.30	5.45	-.15	5.60	5.49	+.11
CHESAPEAKE TERRACE	3	104.8	3.60	3.74	-.14	3.80	3.84	-.04	3.80	4.19	-.39	3.60	3.85	-.25
	5	103.0	5.40	5.23	+.17	5.40	5.32	+.08	5.50	5.63	-.13	5.60	5.64	-.04
CHURCH LANE	3	110.1	4.30	4.16	+.14	4.40	4.26	+.14	4.90	4.57	+.33	4.40	4.17	+.23
	5	111.2	5.90	6.03	-.13	6.00	6.08	-.08	6.50	6.22	+.28	6.70	6.25	+.45

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(ARBUTUS - CHURCH LANE)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ARBUTUS	3	101.3	4.00	3.63	+.37	3.90	3.69	+.21	4.20	4.03	+.17	4.00	3.70	+.30
	5	105.2	5.60	5.61	-.01	5.60	5.66	-.06	5.90	5.81	+.09	6.00	5.85	+.15
BACK RIVER	3	97.3	3.30	3.37	-.07	3.10	3.42	-.32	3.60	3.78	-.18	3.70	3.48	+.22
	5	97.0	4.50	4.91	-.41	4.50	5.00	-.50	4.60	5.19	-.59	5.10	5.24	-.14
BALTIMORE HIGHLANDS	3	98.9	3.70	3.47	+.23	3.60	3.53	+.07	3.70	3.88	-.18	3.70	3.57	+.13
	5	104.7	5.30	5.57	-.27	5.10	5.62	-.52	5.40	5.78	-.38	5.60	5.81	-.21
BATTLE GROVE	3	101.7	3.70	3.65	+.05	3.70	3.71	-.01	3.90	4.06	-.16	3.60	3.73	-.13
	5	99.0	4.50	5.08	-.58	4.80	5.16	-.36	5.10	5.34	-.24	5.30	5.39	-.09
BEAR CREEK	3	110.8	4.10	4.24	-.14	4.10	4.32	-.22	4.70	4.62	+.08	4.40	4.22	+.18
	5	105.8	5.20	5.67	-.47	5.30	5.71	-.41	5.60	5.86	-.26	5.80	5.89	-.09
BELF[illegible]	3	112.7	4.50	4.36	+.14	4.60	4.44	+.16	5.20	4.74	+.46	4.50	4.33	+.17
	5	110.8	6.30	6.10	+.20	6.20	6.11	+.09	6.80	6.24	+.56	6.50	6.26	+.24
BERKSHIRE	3	101.4	3.60	3.63	-.03	3.70	3.69	+.01	4.10	4.04	+.06	3.80	3.71	+.09
	5	106.2	5.10	5.70	-.60	5.50	5.74	-.24	5.80	5.89	-.09	5.70	5.92	-.22
CAMPFIELD	3	104.6	3.90	3.84	+.06	4.10	3.91	+.19	4.30	4.24	+.06	4.00	3.88	+.12
	5	102.0	5.60	5.34	+.26	5.50	5.40	+.10	5.90	5.57	+.33	5.90	5.61	+.29
CARNEY	3	108.2	4.00	4.07	-.07	3.70	4.15	-.45	4.40	4.46	-.06	4.10	4.08	+.02
	5	110.0	5.20	6.03	-.83 *	5.40	6.04	-.64 *	6.00	6.18	-.18	6.00	6.20	-.20
CARROLL MANOR	3	109.1	4.40	4.13	+.27	4.30	4.21	+.09	4.70	4.52	+.18	4.40	4.13	+.27
	5	105.3	6.00	5.62	+.38	5.80	5.67	+.13	6.10	5.82	+.28	6.30	5.85	+.45
CATONSVILLE	3	107.5	4.00	4.02	-.02	4.30	4.10	+.20	4.50	4.42	+.08	4.20	4.04	+.16
	5	106.2	5.50	5.70	-.20	5.60	5.74	-.14	6.00	5.89	+.11	6.30	5.92	+.38
CEDARMERE	3	103.2	4.00	3.75	+.25	3.90	3.81	+.09	4.10	4.15	-.05	4.00	3.81	+.19
	5	105.3	5.40	5.62	-.22	5.40	5.67	-.27	5.70	5.82	-.12	5.80	5.85	-.05
CHADWICK	3	105.7	3.80	3.91	-.11	3.90	3.98	-.08	4.40	4.30	+.10	3.80	3.94	-.14
	5	103.3	5.00	5.45	-.45	5.20	5.50	-.30	5.60	5.67	-.07	5.70	5.71	-.01
CHAPEL HILL	3	100.1	3.50	3.55	-.05	3.60	3.61	-.01	3.50	3.96	-.46	3.60	3.64	-.04
	5	104.5	5.40	5.55	-.15	5.60	5.60	+.00	6.00	5.76	+.24	6.00	5.80	+.20
CHARLESMONT	3	96.7	3.60	3.33	+.27	3.50	3.38	+.12	4.10	3.74	+.36	3.50	3.45	+.05
	5	100.7	4.80	5.23	-.43	5.00	5.29	-.29	5.10	5.47	-.37	5.40	5.51	-.11
CHASE	3	96.3	3.30	3.31	-.01	3.40	3.35	+.05	3.40	3.72	-.32	3.60	3.43	+.17
	5	100.5	4.70	5.21	-.51	5.10	5.28	-.18	5.30	5.46	-.16	5.60	5.50	+.10
CHESAPEAKE TERRACE	3	104.8	3.60	3.85	-.25	3.80	3.92	-.12	3.80	4.25	-.45	3.60	3.90	-.30
	5	103.0	5.40	5.42	-.02	5.40	5.48	-.08	5.50	5.65	-.15	5.60	5.68	-.08
CHURCH LANE	3	110.1	4.30	4.19	+.11	4.40	4.27	+.13	4.90	4.58	+.32	4.40	4.19	+.21
	5	111.2	5.90	6.13	-.23	6.00	6.14	-.14	6.50	6.27	+.23	6.70	6.29	+.41

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
COCKEYSVILLE	K-6	473	17.6	95.9	24.9	2.0	11.1	20.0	22.3	6.1	12.1	13298.0
COLGATE	K-6	390	18.1	96.0	19.6	2.0	7.8	15.0	25.9	4.1	10.0	10730.0
CROMWELL VALLEY	K-6	498	20.7	97.6	22.0	2.0	11.9	17.1	41.7	1.1	12.6	17743.0
DEEP CREEK	K-6	382	21.9	96.0	15.4	2.0	6.6	13.5	31.0	4.1	11.3	9959.0
DEER PARK ELEM	K-5	594	22.5	94.1	24.4	2.0	8.8	16.0	41.7	3.5	12.2	13561.0
DUNDALK	K-6	915	22.0	94.3	39.5	2.0	12.2	23.0	26.5	10.2	10.8	9718.0
EASTWOOD	K-6	316	17.5	95.1	16.0	2.0	5.7	27.7	27.8	6.8	9.7	10688.0
EDGEMERE	K-6	717	19.0	94.7	35.8	2.0	9.0	24.5	29.1	6.9	10.1	10777.0
EDMONSON HEIGHTS	K-6	849	22.2	97.1	36.3	2.0	10.5	33.9	41.8	3.4	12.1	11819.0
ELMWOOD	K-6	787	21.3	95.6	35.0	2.0	9.1	33.1	18.9	6.1	11.[illegible]	10705.0
ESSEX	K-6	695	20.4	96.4	32.0	2.0	12.4	19.0	26.5	5.0	10.2	11233.0
FEATHERBED LANE	K-6	560	19.4	95.9	26.8	2.0	9.8	23.7	34.0	2.5	12.3	12385.0
FIFTH DISTRICT	K-6	384	22.1	96.7	16.3	1.0	12.3	17.0	31.7	9.5	11.9	11389.0
FORT GARRISON	K-6	462	19.9	90.5	22.2	1.0	6.9	25.7	30.2	2.3	12.8	24588.0
FORT HOWARD	K-6	156	17.3	95.4	8.0	1.0	9.6	16.0	11.1	21.3	9.4	10309.0
FRANKLIN	1-6	766	21.3	96.3	34.0	2.0	13.3	31.5	27.8	6.0	12.1	11754.0
FULLERTON	K-6	646	20.8	97.2	29.0	2.0	9.0	21.3	22.[illegible]	3.0	11.1	11691.0
GLENMAR	K-6	616	15.6	96.5	37.5	2.0	8.1	30.5	15.2	8.7	10.2	10194.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(COCKEYSVILLE - GLENMAR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS													
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL				
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
COCKEYSVILLE	3	107.4	3.90	4.00	-.10	3.90	4.08	-.18	4.10	4.40	-.30	4.00	4.03	-.03
	5	104.3	5.50	5.56	-.06	5.70	5.60	+.10	5.80	5.76	+.04	6.00	5.79	+.21
COLGATE	3	99.8	3.40	3.46	-.06	3.50	3.53	-.03	3.50	3.89	-.39	3.70	3.60	+.10
	5	104.0	4.90	5.32	-.42	5.10	5.40	-.30	5.20	5.70	-.50	5.90	5.72	+.18
CROMWELL VALLEY	3	113.3	4.70	4.39	+.31	4.90	4.47	+.43	5.10	4.76	+.34	4.60	4.37	+.23
	5	112.0	6.50	6.26	+.24	6.40	6.22	+.18	7.00	6.39	+.61	6.40	6.41	-.01
DEEP CREEK	3	101.1	3.50	3.58	-.08	3.70	3.66	+.04	3.70	4.01	-.31	3.80	3.67	+.13
	5	99.2	5.30	5.05	+.25	5.50	5.15	+.35	5.80	5.33	+.47	5.60	5.38	+.22
DEER PARK ELEM	3	108.5	4.30	4.06	+.24	4.30	4.15	+.15	4.70	4.47	+.23	4.20	4.09	+.11
	5	108.8	5.70	5.87	-.17	5.80	5.91	-.11	5.80	6.07	-.27	5.70	6.09	-.39
DUNDALK	3	100.4	3.30	3.52	-.22	3.60	3.60	+.00	4.10	3.96	+.14	3.60	3.63	-.03
	5	103.2	5.20	5.28	-.08	5.30	5.39	-.09	6.00	5.60	+.40	5.80	5.64	+.16
EASTWOOD	3	105.0	3.90	3.75	+.15	3.80	3.85	-.05	4.00	4.19	-.19	4.10	3.86	+.24
	5	104.4	4.90	5.32	-.42	5.10	5.41	-.31	5.10	5.73	-.63	5.60	5.75	-.15
EDGEMERE	3	99.1	3.70	3.43	+.27	3.60	3.49	+.11	4.20	3.85	+.35	3.80	3.57	+.23
	5	101.6	4.90	5.17	-.27	5.10	5.25	-.15	5.60	5.54	+.06	5.60	5.56	+.04
EDMONDSON HEIGHTS	3	105.3	4.20	3.86	+.34	4.30	3.95	+.35	4.70	4.28	+.42	4.30	3.91	+.39
	5	105.1	5.80	5.56	+.24	5.80	5.63	+.17	6.30	5.77	+.53	6.30	5.81	+.49
ELMWOOD	3	104.6	3.70	3.78	-.08	3.70	3.87	-.17	4.10	4.21	-.11	3.90	3.85	+.05
	5	104.4	5.10	5.41	-.31	5.30	5.50	-.20	5.80	5.71	+.09	5.60	5.74	-.14
ESSEX	3	101.8	3.80	3.59	+.21	3.70	3.66	+.04	4.10	4.01	+.09	4.00	3.71	+.29
	5	103.5	5.10	5.31	-.21	5.40	5.39	+.01	5.50	5.68	-.18	5.60	5.70	-.10
FEATHERBED LANE	3	104.2	4.00	3.81	+.19	4.20	3.89	+.31	4.40	4.22	+.18	4.20	3.86	+.34
	5	103.7	5.50	5.50	+.00	5.50	5.55	-.05	5.80	5.69	+.11	5.90	5.73	+.17
FIFTH DISTRICT	3	107.2	4.00	3.96	+.04	4.00	4.06	-.06	4.30	4.39	-.09	4.10	4.00	+.10
	5	105.9	5.80	5.58	+.22	6.00	5.66	+.34	6.20	5.82	+.38	6.30	5.85	+.45
FORT GARRISON	3	111.2	4.60	4.33	+.27	4.70	4.34	+.36	5.10	4.62	+.48	4.60	4.31	+.29
	5	110.0	6.50	6.39	+.11	6.30	6.21	+.09	6.80	6.44	+.36	6.90	6.45	+.45
FORT HOWARD	3	106.5	3.70	3.82	-.12	3.90	3.93	-.03	3.80	4.28	-.48	3.80	3.93	-.13
	5	103.7	4.90	5.24	-.34	5.10	5.34	-.24	5.70	5.68	+.02	5.80	5.69	+.11
FRANKLIN	3	103.6	3.70	3.77	-.07	3.70	3.84	-.14	3.90	4.18	-.28	3.80	3.82	-.02
	5	103.4	5.20	5.44	-.24	5.40	5.51	-.11	5.60	5.65	-.05	5.80	5.69	+.11
FULLERTON	3	109.4	4.00	4.06	-.06	4.20	4.17	+.03	4.40	4.50	-.10	4.20	4.11	+.09
	5	103.9	5.50	5.41	+.09	5.60	5.48	+.12	5.70	5.70	+.00	5.70	5.73	-.03
GLENMAR	3	100.0	3.40	3.48	-.08	3.40	3.55	-.15	3.80	3.91	-.11	3.70	3.61	+.09
	5	98.1	4.80	4.92	-.12	4.90	5.01	-.11	5.10	5.28	-.18	5.40	5.32	+.08

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‡ SEE CHAPTER 4. SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(COCKEYSVILLE - GLENMAR)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
COCKEYSVILLE	3	107.4	3.90	4.02	-.12	3.90	4.09	-.19	4.10	4.41	-.31	4.00	4.04	-.04
	5	104.3	5.50	5.54	-.04	5.70	5.58	+.12	5.80	5.75	+.05	6.00	5.78	+.22
COLGATE	3	99.8	3.40	3.53	-.13	3.50	3.59	-.09	3.50	3.94	-.44	3.70	3.62	+.08
	5	104.0	4.90	5.51	-.61	5.10	5.56	-.46	5.20	5.72	-.52	5.90	5.76	+.14
CROMWELL VALLEY	3	113.3	4.70	4.40	+.30	4.90	4.48	+.42	5.10	4.78	+.32	4.60	4.36	+.24
	5	112.0	6.50	6.20	+.30	6.40	6.21	+.19	7.00	6.33	+.67	6.40	6.35	+.05
DEEP CREEK	3	101.1	3.50	3.61	-.11	3.70	3.67	+.03	3.70	4.02	-.32	3.80	3.69	+.11
	5	99.2	5.30	5.10	+.20	5.50	5.17	+.33	5.80	5.36	+.44	5.60	5.40	+.20
DEER PARK ELEM	3	108.5	4.30	4.09	+.21	4.30	4.17	+.13	4.70	4.48	+.22	4.20	4.10	+.10
	5	108.8	5.70	5.92	-.22	5.80	5.95	-.15	5.80	6.09	-.29	5.70	6.11	-.41
DUNDALK	3	100.4	3.30	3.57	-.27	3.60	3.63	-.03	4.10	3.97	+.13	3.60	3.65	-.05
	5	103.2	5.20	5.44	-.24	5.30	5.50	-.20	6.00	5.66	+.34	5.80	5.70	+.10
EASTWOOD	3	105.0	3.90	3.86	+.04	3.80	3.93	-.13	4.00	4.26	-.26	4.10	3.91	+.19
	5	104.4	4.90	5.54	-.64	5.10	5.59	-.49	5.10	5.75	-.65	5.60	5.79	-.19
EDGEMERE	3	99.1	3.70	3.48	+.22	3.60	3.54	+.06	4.20	3.89	+.31	3.80	3.58	+.22
	5	101.6	4.90	5.30	-.40	5.10	5.37	-.27	5.60	5.54	+.06	5.60	5.58	+.02
EDMONDSON HEIGHTS	3	105.3	4.20	3.88	+.32	4.30	3.95	+.35	4.70	4.28	+.42	4.30	3.92	+.38
	5	105.1	5.80	5.60	+.20	5.80	5.65	+.15	6.30	5.81	+.49	6.30	5.84	+.46
ELMWOOD	3	104.6	3.70	3.84	-.14	3.70	3.91	-.21	4.10	4.24	-.14	3.90	3.88	+.02
	5	104.4	5.10	5.54	-.44	5.30	5.59	-.29	5.80	5.75	+.05	5.60	5.79	-.19
ESSEX	3	101.8	3.80	3.66	+.14	3.70	3.72	-.02	4.10	4.06	+.04	4.00	3.73	+.27
	5	103.5	5.10	5.47	-.37	5.40	5.52	-.12	5.50	5.69	-.19	5.60	5.72	-.12
FEATHERBED LANE	3	104.2	4.00	3.81	+.19	4.20	3.88	+.32	4.40	4.21	+.19	4.20	3.86	+.34
	5	103.7	5.50	5.48	+.02	5.50	5.54	-.04	5.80	5.70	+.10	5.90	5.74	+.16
FIFTH DISTRICT	3	107.2	4.00	4.00	+.00	4.00	4.08	-.08	4.30	4.40	-.10	4.10	4.03	+.07
	5	105.9	5.80	5.67	+.13	6.00	5.71	+.29	6.20	5.87	+.33	6.30	5.90	+.40
FORT GARRISON	3	111.2	4.60	4.26	+.34	4.70	4.35	+.35	5.10	4.65	+.45	4.60	4.25	+.35
	5	110.0	6.50	6.03	+.47	6.30	6.04	+.26	6.80	6.18	+.62	6.90	6.20	+.70 *
FORT HOWARD	3	106.5	3.70	3.96	-.26	3.90	4.03	-.13	3.80	4.35	-.55	3.80	3.99	-.19
	5	103.7	4.90	5.48	-.58	5.10	5.54	-.44	5.70	5.70	+.00	5.80	5.74	+.06
FRANKLIN	3	103.6	3.70	3.77	-.07	3.70	3.84	-.14	3.90	4.17	-.27	3.80	3.83	-.03
	5	103.4	5.20	5.46	-.26	5.40	5.51	-.11	5.60	5.68	-.08	5.80	5.71	+.09
FULLERTON	3	109.4	4.00	4.15	-.15	4.20	4.23	-.03	4.40	4.53	-.13	4.20	4.15	+.05
	5	103.9	5.50	5.50	+.00	5.60	5.55	+.05	5.70	5.72	-.02	5.70	5.75	-.05
GLENMAR	3	100.0	3.40	3.54	-.14	3.40	3.60	-.20	3.80	3.95	-.15	3.70	3.63	+.07
	5	98.1	4.80	5.00	-.20	4.90	5.08	-.18	5.10	5.28	-.18	5.40	5.32	+.08

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
GRANGE	K-6	623	21.5	96.2	27.0	2.0	5.5	27.5	17.2	3.1	11.4	11487.0
GRAY MANOR	K-6	567	21.7	96.5	25.1	1.0	11.1	11.0	23.4	7.9	10.1	10963.0
GUNPOWDER	K-6	523	26.1	97.0	18.0	2.0	10.7	16.8	35.0	3.4	11.8	12850.0
HALETHORPE	K-6	230	28.7	94.9	7.0	1.0	9.4	18.0	31.3	4.0	11.4	11879.0
HAMPTON	K-6	456	20.7	97.4	20.0	2.0	9.3	30.0	45.5	0.2	12.7	18805.0
HARFORD HILLS	K-6	569	20.0	96.4	26.5	2.0	9.7	29.0	31.6	2.7	12.2	12546.0
HAWTHORNE	K-6	776	21.5	96.7	34.0	2.0	9.1	20.7	16.7	5.2	11.4	10339.0
HEBBVILLE	K-6	575	22.2	95.1	23.9	2.0	12.6	27.3	38.6	2.0	12.4	12714.0
HERNWOOD	K-5	355	23.3	95.7	13.2	2.0	9.3	16.0	39.5	10.5	12.2	13980.0
HILLCREST	K-6	568	23.4	96.3	23.3	1.0	11.1	23.7	34.0	4.1	12.4	13263.0
HILLENDALE	K-6	766	20.4	96.2	35.6	2.0	8.3	32.3	20.7	4.6	12.3	11811.0
INVERNESS	1-6	665	20.9	95.4	29.9	2.0	7.8	29.0	33.6	3.8	11.2	10629.0
JOHNNYCAKE	K-6	544	20.1	96.9	25.0	2.0	11.0	20.3	33.3	2.6	12.1	13060.0
KINGSVILLE	K-6	629	22.4	96.7	26.1	2.0	13.9	18.5	26.5	2.6	12.2	13005.0
LANSDOWNE ELEM	K-5	466	21.2	95.6	20.0	2.0	10.9	12.8	40.9	5.6	10.0	10103.0
LOCH RAVEN	K-6	799	21.9	96.0	34.6	1.8	8.6	27.0	26.4	2.9	12.1	11408.0
LOGAN	K-6	607	20.2	95.3	28.1	2.0	8.0	21.3	31.6	5.5	10.8	10707.0
LUTHERVILLE	K-6	643	21.0	96.6	28.6	2.0	11.0	32.5	41.2	2.0	12.7	15227.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFERENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
GRANGE	3	103.7	3.70	3.74	-.04	3.70	3.82	-.12	3.80	4.16	-.36	4.00	3.82	+.18
	5	104.5	5.40	5.46	-.06	5.80	5.54	+.26	5.90	5.73	+.17	6.00	5.76	+.24
GRAY MANOR	3	99.1	3.30	3.43	-.13	3.20	3.49	-.29	3.50	3.85	-.35	3.50	3.57	-.07
	5	102.0	4.60	5.20	-.60	4.70	5.28	-.58	5.30	5.57	-.27	5.40	5.59	-.19
GUNPOWDER	3	108.7	4.20	4.05	+.15	4.00	4.15	-.15	4.50	4.47	+.03	4.40	4.09	+.31
	5	106.2	5.40	5.64	-.24	5.30	5.70	-.40	5.40	5.88	-.48	6.00	5.91	+.09
HALETHORPE	3	105.5	3.80	3.85	-.05	4.00	3.94	+.06	3.70	4.27	-.57	3.90	3.91	-.01
	5	105.3	5.30	5.53	-.23	5.20	5.60	-.40	5.70	5.80	-.10	6.00	5.83	+.17
HAMPTON	3	111.4	4.40	4.29	+.11	4.60	4.35	+.25	4.80	4.64	+.16	4.20	4.28	-.08
	5	110.0	6.30	6.17	+.13	6.40	6.11	+.29	6.50	6.28	+.22	6.70	6.30	+.40
HARFORD HILLS	3	103.3	4.00	3.76	+.24	4.20	3.83	+.37	4.30	4.16	+.14	4.10	3.81	+.29
	5	109.9	6.10	5.90	+.20	6.20	5.97	+.23	6.30	6.11	+.19	6.60	6.14	+.46
HAWTHORNE	3	99.2	3.40	3.48	-.08	3.40	3.55	-.15	3.90	3.90	+.00	3.60	3.58	+.02
	5	106.5	5.10	5.55	-.45	5.50	5.66	-.16	5.70	5.83	-.13	6.00	5.87	+.13
HEBBVILLE	3	108.2	4.00	4.05	-.05	4.20	4.14	+.06	4.50	4.46	+.04	4.20	4.06	+.14
	5	105.7	5.80	5.84	-.04	5.90	5.90	+.00	6.20	6.03	+.17	6.40	6.06	+.34
HERNWOOD	3	112.3	4.40	4.28	+.12	4.60	4.39	+.21	4.90	4.69	+.21	4.40	4.28	+.12
	5	110.4	6.20	5.99	+.21	6.00	6.03	-.03	6.40	6.19	+.21	6.70	6.21	+.49
HILLCREST	3	108.7	4.30	4.08	+.22	4.50	4.17	+.33	4.80	4.49	+.31	4.50	4.09	+.41
	5	110.2	6.00	5.96	+.04	6.00	6.01	-.01	6.20	6.15	+.05	6.30	6.18	+.12
HILLENDALE	3	106.9	3.90	3.96	-.06	3.90	4.06	-.16	4.20	4.38	-.18	4.00	3.99	+.01
	5	105.6	5.60	5.60	+.00	5.60	5.68	-.08	5.80	5.80	+.00	5.90	5.84	+.06
INVERNESS	5	101.4	5.10	5.22	-.12	5.20	5.30	-.10	5.50	5.50	+.00	5.50	5.54	-.04
JOHNNYCAKE	3	109.4	3.90	4.11	-.21	4.10	4.21	-.11	4.40	4.52	-.12	4.10	4.13	-.03
	5	109.1	5.40	5.87	-.47	5.70	5.92	-.22	6.00	6.07	-.07	6.00	6.10	-.10
KINGSVILLE	3	102.7	4.00	3.73	+.27	4.20	3.79	+.41	4.50	4.13	+.37	3.90	3.79	+.11
	5	107.9	5.80	5.79	+.01	5.90	5.84	+.06	5.80	5.99	-.19	6.00	6.02	-.02
LANSDOWNE ELEM	3	103.1	3.70	3.64	+.06	3.60	3.74	-.14	4.00	4.09	-.09	4.00	3.76	+.24
	5	102.2	5.10	5.17	-.07	5.20	5.27	-.07	5.30	5.56	-.26	5.50	5.58	-.08
LOCH RAVEN	3	110.2	4.10	4.14	-.04	4.10	4.26	-.16	4.60	4.58	+.02	4.40	4.15	+.25
	5	109.9	5.90	5.86	+.04	6.00	5.95	+.05	6.20	6.08	+.12	6.40	6.11	+.29
LOGAN	3	100.8	3.20	3.55	-.35	3.40	3.62	-.22	3.60	3.97	-.37	3.50	3.66	-.16
LUTHERVILLE	3	115.0	4.60	4.46	+.14	4.70	4.58	+.12	5.00	4.87	+.13	4.60	4.43	+.17
	5	109.0	6.30	5.97	+.33	6.20	5.98	+.22	6.80	6.12	+.68 *	6.70	6.15	+.55 *

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
GRANGE	3	103.7	3.70	3.78	-.08	3.70	3.85	-.15	3.80	4.18	-.38	4.00	3.83	+.17
	5	104.5	5.40	5.55	-.15	5.80	5.60	+.20	5.90	5.76	+.14	6.00	5.80	+.20
GRAY MANOR	3	99.1	3.30	3.48	-.18	3.20	3.54	-.34	3.50	3.89	-.39	3.50	3.58	-.08
	5	102.0	4.60	5.34	-.74 *	4.70	5.40	-.70 *	5.30	5.57	-.27	5.40	5.61	-.21
GUNPOWDER	3	108.7	4.20	4.10	+.10	4.00	4.18	-.18	4.50	4.49	+.01	4.40	4.11	+.29
	5	106.2	5.40	5.70	-.30	5.30	5.74	-.44	5.40	5.89	-.49	6.00	5.92	+.08
HALETHORPE	3	105.5	3.80	3.90	-.10	4.00	3.97	+.03	3.70	4.29	-.59	3.90	3.93	-.03
	5	105.3	5.30	5.62	-.32	5.20	5.67	-.47	5.70	5.82	-.12	6.00	5.85	+.15
HAMPTON	3	111.4	4.40	4.27	+.13	4.60	4.36	+.24	4.80	4.66	+.14	4.20	4.26	-.06
	5	110.0	6.30	6.03	+.27	6.40	6.04	+.36	6.50	6.18	+.32	6.70	6.20	+.50
HARFORD HILLS	3	103.3	4.00	3.75	+.25	4.20	3.82	+.38	4.30	4.16	+.14	4.10	3.81	+.29
	5	109.9	6.10	6.02	+.08	6.20	6.04	+.16	6.30	6.17	+.13	6.60	6.20	+.40
HAWTHORNE	3	99.2	3.40	3.49	-.09	3.40	3.55	-.15	3.90	3.90	+.00	3.60	3.59	+.01
	5	106.5	5.10	5.73	-.63	5.50	5.76	-.26	5.70	5.91	-.21	6.00	5.94	+.06
HEBBVILLE	3	108.2	4.00	4.07	-.07	4.20	4.15	+.05	4.50	4.46	+.04	4.20	4.08	+.12
	5	108.7	5.80	5.91	-.11	5.90	5.94	-.04	6.20	6.08	+.12	6.40	6.11	+.29
HERNWOOD	3	112.3	4.40	4.33	+.07	4.60	4.42	+.18	4.90	4.71	+.19	4.40	4.31	+.09
	5	110.4	6.20	6.06	+.14	6.00	6.08	-.08	6.40	6.21	+.19	6.70	6.23	+.47
HILLCREST	3	108.7	4.30	4.10	+.20	4.50	4.18	+.32	4.80	4.49	+.31	4.50	4.11	+.39
	5	110.2	6.00	6.04	-.04	6.00	6.06	-.06	6.20	6.19	+.01	6.30	6.22	+.08
HILLENDALL	3	106.9	3.90	3.99	-.09	3.90	4.06	-.16	4.20	4.38	-.18	4.00	4.01	-.01
	5	105.6	5.60	5.65	-.05	5.60	5.69	-.09	5.80	5.84	-.04	5.90	5.88	+.02
INVERNESS	5	101.4	5.10	5.29	-.19	5.20	5.35	-.15	5.50	5.53	-.03	5.50	5.56	-.06
JOHNNYCAKE	3	109.4	3.90	4.15	-.25	4.10	4.23	-.13	4.40	4.53	-.13	4.10	4.15	-.05
	5	109.1	5.40	5.95	-.55	5.70	5.97	-.27	6.00	6.11	-.11	6.00	6.14	-.14
KINGSVILLE	3	102.7	4.00	3.72	+.28	4.20	3.78	+.42	4.50	4.12	+.38	3.90	3.78	+.12
	5	107.9	5.80	5.85	-.05	5.90	5.88	+.02	5.80	6.02	-.22	6.00	6.05	-.05
LANSDOWNE ELEM	3	103.1	3.70	3.74	-.04	3.60	3.81	-.21	4.00	4.14	-.14	4.00	3.80	+.20
	5	102.2	5.10	5.36	-.26	5.20	5.42	-.22	5.30	5.59	-.29	5.50	5.62	-.12
LOCH RAVEN	3	110.2	4.10	4.20	-.10	4.10	4.28	-.18	4.60	4.58	+.02	4.40	4.19	+.21
	5	109.9	5.90	6.02	-.12	6.00	6.04	-.04	6.20	6.17	+.03	6.40	6.20	+.20
LOGAN	3	100.8	3.20	3.59	-.39	3.40	3.65	-.25	3.60	4.00	-.40	3.50	3.68	-.18
LUTHERVILLE	3	115.0	4.60	4.51	+.09	4.70	4.60	+.10	5.00	4.88	+.12	4.60	4.45	+.15
	5	109.0	6.30	5.94	+.36	6.20	5.96	+.24	6.80	6.10	+.70 *	6.70	6.13	+.57 *

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
MAIDEN CHOICE	K-6	651	20.7	95.2	29.5	2.0	6.3	23.0	22.2	3.7	10.7	10599.0
MARS ESTATES	K-6	624	20.1	95.6	28.0	3.0	10.2	23.3	32.3	3.7	11.1	9646.0
MARTIN BOULEVARD	K-6	433	22.2	95.7	17.5	2.0	9.7	20.5	20.5	7.1	10.8	10108.0
MCCORMICK	K-6	671	21.2	97.2	29.6	2.0	7.5	18.5	26.9	3.4	11.8	11330.0
MERRITT POINT	1-6	482	17.2	96.3	26.0	2.0	10.9	12.5	21.4	5.7	10.8	10707.0
MIDDLEBOROUGH	K-6	572	20.8	95.8	25.5	2.0	9.0	22.7	25.5	7.8	10.6	9163.0
MIDDLESEX	K-6	762	20.9	95.8	34.5	2.0	8.8	29.3	26.0	8.3	10.5	9592.0
MILBROOK	K-5	481	21.4	92.3	20.5	2.0	7.4	29.5	44.4	2.1	12.2	13274.0
NORWOOD	K-6	639	20.0	95.9	30.0	2.0	8.5	19.0	15.6	1.7	10.0	11582.0
OAKLEIGH	K-6	731	19.8	96.0	34.9	2.0	12.9	38.5	24.1	6.7	11.8	11034.0
OREMS	K-6	441	20.0	95.7	20.0	2.0	9.8	21.3	29.5	5.0	11.2	10231.0
OWINGS MILLS	K-6	807	23.1	95.1	33.0	2.0	8.5	18.5	34.3	1.4	11.6	11499.0
PADONIA	K-6	510	18.4	96.2	25.7	2.0	11.5	31.0	32.5	2.1	12.7	14906.0
PARKVILLE	K-6	773	21.8	96.5	33.5	2.0	11.8	26.5	25.3	4.9	11.8	11630.0
PATAPSCO NECK	K-6	342	19.0	95.5	16.0	2.0	11.3	26.5	27.8	3.2	10.2	11515.0
PERRY HALL	K-6	691	18.7	96.7	35.0	2.0	12.3	33.0	24.3	3.5	11.8	12940.0
PINE GROVE	K-6	593	20.8	96.7	26.5	2.0	8.[illegible]	18.5	28.1	3.3	12.2	13865.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
MAIDEN CHOICE	3	107.5	3.80	3.92	-.12	4.00	4.04	-.04	4.20	4.37	-.17	3.90	4.00	-.10
	5	103.1	5.30	5.29	+.01	5.50	5.38	+.12	5.70	5.62	+.08	5.90	5.65	+.25
MARS ESTATES	3	100.7	3.10	3.55	-.45	3.30	3.63	-.33	3.50	3.98	-.48	3.60	3.65	-.05
	5	101.4	4.50	5.17	-.67 *	4.70	5.28	-.58	5.00	5.48	-.48	5.10	5.51	-.41
MARTIN BOULEVARD	3	98.7	3.40	3.43	-.03	3.50	3.49	+.01	3.70	3.85	-.15	3.80	3.55	+.25
	5	104.8	5.20	5.39	-.19	5.20	5.50	-.30	5.50	5.72	-.22	5.50	5.75	-.25
MCCORMICK	3	105.6	3.70	3.87	-.17	3.70	3.96	-.26	4.30	4.29	+.01	3.80	3.92	-.12
	5	107.8	5.20	5.70	-.50	5.50	5.79	-.29	5.90	5.94	-.04	5.70	5.97	-.27
MERRITT POINT	5	101.2	4.90	5.18	-.28	5.20	5.26	-.06	5.70	5.50	+.20	5.50	5.53	-.03
MIDDLEBOROUGH	3	100.4	3.80	3.51	+.29	3.80	3.59	+.21	4.00	3.95	+.05	3.80	3.63	+.17
	5	98.8	4.90	4.95	-.05	4.90	5.06	-.16	5.00	5.30	-.30	5.30	5.33	-.03
MIDDLESEX	3	99.1	3.50	3.43	+.07	3.60	3.51	+.09	3.80	3.87	-.07	3.60	3.56	+.04
	5	99.1	5.10	4.98	+.12	5.10	5.09	+.01	5.10	5.33	-.23	5.50	5.37	+.13
MILBROOK	3	110.6	4.10	4.18	-.08	4.10	4.28	-.18	4.50	4.60	-.10	4.20	4.19	+.01
	5	102.4	5.50	5.44	+.06	5.50	5.48	+.02	5.90	5.63	+.27	5.80	5.67	+.13
NORWOOD	3	108.2	3.80	3.95	-.15	3.80	4.06	-.26	4.10	4.39	-.29	3.90	4.03	-.13
	5	106.6	5.30	5.51	-.21	5.40	5.59	-.19	5.80	5.90	-.10	5.90	5.91	-.01
OAKLEIGH	3	104.4	3.60	3.80	-.20	3.80	3.88	-.08	4.00	4.22	-.22	4.00	3.85	+.15
	5	102.4	5.20	5.34	-.14	5.30	5.42	-.12	5.60	5.57	+.03	5.70	5.61	+.09
OREMS	3	103.8	3.60	3.73	-.13	3.70	3.83	-.13	4.00	4.17	-.17	3.70	3.81	-.11
	5	99.9	5.20	5.10	+.10	5.20	5.19	+.01	5.50	5.39	+.11	5.50	5.43	+.07
OWINGS MILLS	3	101.2	3.90	3.61	+.29	3.80	3.67	+.13	4.10	4.02	+.08	3.70	3.69	+.01
	5	104.9	5.30	5.50	-.20	5.60	5.58	+.02	5.50	5.76	-.26	5.70	5.79	-.09
PADONIA	3	102.1	4.30	3.73	+.57 *	4.30	3.77	+.53	4.40	4.10	+.30	4.00	3.77	+.23
	5	113.7	6.10	6.27	-.17	6.10	6.29	-.19	6.40	6.43	-.03	6.30	6.45	-.15
PARKVILLE	3	103.5	3.80	3.75	+.05	3.90	3.83	+.07	3.90	4.17	-.27	3.80	3.81	-.01
	5	109.3	5.80	5.81	-.01	5.80	5.89	-.09	5.80	6.05	-.25	6.10	6.08	+.02
PATAPSCO NECK	3	103.4	3.80	3.68	+.12	3.60	3.77	-.17	4.10	4.11	-.01	4.00	3.79	+.21
	5	102.4	5.30	5.25	+.05	5.20	5.32	-.12	5.80	5.61	+.19	5.70	5.63	+.07
PERRY HALL	3	106.5	4.10	3.93	+.17	4.00	4.01	-.01	4.20	4.34	-.14	4.10	3.97	+.13
	5	110.2	5.90	5.91	-.01	5.90	5.97	-.07	6.10	6.15	-.05	6.40	6.17	+.23
PINE GROVE	3	109.5	4.10	4.12	-.02	4.10	4.22	-.12	4.50	4.53	-.03	4.30	4.14	+.16
	5	107.3	5.80	5.78	+.02	5.80	5.82	-.02	5.80	5.97	-.17	5.80	6.00	-.20

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(MAIDEN CHOICE - PINE GROVE)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
MAIDEN CHOICE	3	107.5	3.80	4.02	-.22	4.00	4.10	-.10	4.20	4.42	-.22	3.90	4.08	-.18
	5	103.1	5.30	5.43	-.13	5.50	5.49	+.01	5.70	5.65	+.05	5.90	5.69	+.21
MARS ESTATES	3	100.7	3.10	3.59	-.49	3.30	3.65	-.35	3.50	3.99	-.49	3.60	3.67	-.07
	5	101.4	4.50	5.29	-.79 *	4.70	5.35	-.65 *	5.00	5.53	-.53	5.10	5.56	-.46
MARTIN BOULEVARD	3	98.7	3.40	3.46	-.06	3.50	3.51	-.01	3.70	3.87	-.17	3.80	3.56	+.24
	5	104.8	5.20	5.58	-.38	5.20	5.63	-.43	5.50	5.78	-.28	5.50	5.82	-.32
MCCORMICK	3	105.6	3.70	3.90	-.20	3.70	3.97	-.27	4.30	4.30	+.00	3.80	3.98	-.18
	5	107.8	5.20	5.84	-.64	5.50	5.87	-.37	5.90	6.01	-.11	5.70	6.04	-.34
MERRITT POINT	5	101.2	4.90	5.27	-.37	5.20	5.33	-.13	5.70	5.51	+.19	5.50	5.55	-.05
MIDDLEBOROUGH	3	100.4	3.80	3.57	+.23	3.80	3.63	+.17	4.00	3.97	+.03	3.80	3.65	+.15
	5	98.8	4.90	5.06	-.16	4.90	5.14	-.24	5.00	5.33	-.33	5.30	5.37	-.07
MIDDLESEX	3	99.1	3.50	3.48	+.02	3.60	3.54	+.06	3.80	3.89	-.09	3.60	3.58	+.02
	5	99.1	5.10	5.09	+.01	5.10	5.17	-.07	5.10	5.35	-.25	5.50	5.39	+.11
MILBROOK	3	110.6	4.10	4.22	-.12	4.10	4.31	-.21	4.50	4.61	-.11	4.20	4.21	-.01
	5	102.4	5.50	5.37	+.13	5.50	5.43	+.07	5.90	5.60	+.30	5.80	5.64	+.16
NORWOOD	3	108.2	3.80	4.07	-.27	3.80	4.15	-.35	4.10	4.46	-.36	3.90	4.08	-.18
	5	106.6	5.30	5.73	-.43	5.40	5.77	-.37	5.80	5.92	-.12	5.90	5.95	-.05
OAKLEIGH	3	104.4	3.60	3.82	-.22	3.80	3.89	-.09	4.00	4.22	-.22	4.00	3.87	+.13
	5	102.4	5.20	5.37	-.17	5.30	5.43	-.13	5.60	5.60	+.00	5.70	5.64	+.06
OREMS	3	103.8	3.60	3.70	-.10	3.70	3.85	-.15	4.00	4.19	-.19	3.70	3.84	-.14
	5	99.9	5.20	5.16	+.04	5.20	5.23	-.03	5.50	5.41	+.09	5.50	5.45	+.05
OWINGS MILLS	3	101.2	3.90	3.62	+.28	3.80	3.68	+.12	4.10	4.02	+.08	3.70	3.70	+.00
	5	104.9	5.30	5.59	-.29	5.60	5.63	-.03	5.50	5.79	-.29	5.70	5.82	-.12
PADONIA	3	102.1	4.30	3.68	+.62 *	4.30	3.74	+.56	4.40	4.08	+.32	4.00	3.75	+.25
	5	113.7	6.10	6.34	-.24	6.10	6.34	-.24	6.40	6.46	-.06	6.30	6.48	-.18
PARKVILLE	3	103.5	3.80	3.77	+.03	3.90	3.83	+.07	3.90	4.17	-.27	3.80	3.82	-.02
	5	109.3	5.80	5.97	-.17	5.80	5.99	-.19	5.80	6.12	-.32	6.10	6.15	-.05
PATAPSCO NECK	3	103.4	3.80	3.76	+.04	3.60	3.83	-.23	4.10	4.16	-.06	4.00	3.82	+.18
	5	102.4	5.30	5.37	-.07	5.20	5.43	-.23	5.80	5.60	+.20	5.70	5.64	+.06
PERRY HALL	3	106.5	4.10	3.96	+.14	4.00	4.03	-.03	4.20	4.35	-.15	4.10	3.99	+.11
	5	110.2	5.90	6.04	-.14	5.90	6.06	-.16	6.10	6.19	-.09	6.40	6.22	+.18
PINE GROVE	3	109.5	4.10	4.15	-.05	4.10	4.23	-.13	4.50	4.54	-.04	4.30	4.15	+.15
	5	107.3	5.80	5.79	+.01	5.80	5.83	-.03	5.80	5.97	-.17	5.80	6.00	-.20

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
PINEWOOD	K-6	427	17.9	96.3	21.9	2.0	8.3	28.0	20.9	2.9	12.6	18141.0
PLEASANT PLAINS	K-6	671	18.6	96.8	34.1	2.0	9.2	35.5	33.2	3.0	12.4	12823.0
POT SPRING	K-6	647	19.9	97.5	30.5	2.0	11.2	26.5	27.7	1.6	12.6	16599.0
POWHATAN	K-6	467	22.2	96.0	19.0	2.0	8.2	22.5	33.3	5.2	12.4	13530.0
PRETTYBOY	K-6	359	24.7	95.8	13.5	1.0	15.9	17.8	34.5	3.0	10.0	10341.0
RANDALLSTOWN	K-6	653	23.3	94.3	27.0	1.0	9.4	19.5	32.1	5.1	12.3	13978.0
RED HOUSE RUN	K-6	729	23.2	96.7	29.4	2.0	8.5	19.0	19.1	2.5	11.4	12178.0
REISTERSTOWN	K-6	741	23.1	96.1	30.0	2.0	9.0	21.0	34.4	5.0	12.3	12183.0
RELAY	K-6	391	20.1	95.5	17.5	2.0	8.7	16.5	17.9	8.8	12.1	12894.0
RIDERWOOD	K-6	595	20.5	96.9	27.0	2.0	9.7	23.5	34.5	1.1	12.8	19261.0
RIVERVIEW	K-5	776	21.0	95.8	35.0	2.0	8.5	17.0	27.0	7.8	10.3	9646.0
RODGERS FORGE	K-6	831	23.2	96.8	33.8	2.0	12.0	20.5	31.0	8.0	12.7	14052.0
ROSEDALE	K-6	758	20.0	95.8	35.9	2.0	9.2	16.0	26.1	3.4	10.1	11702.0
RUXTON	K-6	381	21.2	96.4	16.0	2.0	11.9	22.5	36.7	4.7	12.9	20545.0
SANDALWOOD	K-6	662	22.8	96.0	27.0	2.0	5.3	26.7	10.3	3.8	11.7	10129.0
SANDY PLAINS	K-6	755	21.8	94.0	32.5	2.0	4.2	19.7	13.0	3.7	11.2	10629.0
SCOTTS BRANCH	K-6	607	20.2	92.7	29.0	1.0	9.1	25.0	23.3	4.3	12.2	12906.0
SENECA	K-6	591	21.9	96.1	25.0	2.0	8.0	29.5	22.2	2.2	11.2	11305.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(PINEWOOD - SENECA)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
PINEWOOD	3	108.0	4.10	4.09	+.01	4.00	4.13	-.13	4.10	4.44	-.34	3.90	4.10	-.20
	5	109.7	6.30	6.12	+.18	6.30	6.07	+.23	6.40	6.25	+.15	6.60	6.27	+.33
PLEASANT PLAINS	3	108.0	4.20	4.03	+.17	4.50	4.13	+.37	4.60	4.45	+.15	4.40	4.06	+.34
	5	109.2	6.40	5.88	+.52	6.30	5.94	+.36	6.50	6.07	+.43	6.50	6.10	+.40
POT SPRING	3	111.0	4.60	4.25	+.35	4.70	4.32	+.38	4.90	4.62	+.28	4.50	4.24	+.26
	5	111.2	6.20	6.17	+.03	6.30	6.15	+.15	6.60	6.31	+.29	6.70	6.33	+.37
POWHATAN	3	101.6	3.70	3.68	+.02	3.70	3.73	-.03	3.90	4.06	-.16	3.70	3.74	-.04
	5	101.6	5.20	5.41	-.21	5.30	5.44	-.14	5.70	5.58	+.12	6.00	5.62	+.38
PRETTYBOY	3	100.6	3.70	3.51	+.19	3.60	3.58	+.02	3.80	3.94	-.14	3.60	3.64	-.04
	5	100.6	5.70	5.08	+.62	5.80	5.17	+.[illegible]3 *	6.20	5.46	+.74 *	6.30	5.49	+.81 *
RANDALLSTOWN	3	106.2	4.10	3.94	+.16	4.10	4.01	+.09	4.60	4.34	+.26	4.00	3.97	+.03
	5	106.8	5.80	5.76	+.04	5.90	5.79	+.11	6.20	5.94	+.26	5.90	5.97	-.07
RED HOUSE RUN	3	105.7	4.20	3.86	+.34	4.20	3.95	+.25	4.40	4.28	+.12	4.10	3.92	+.18
	5	109.4	5.80	5.81	-.01	5.90	5.88	+.02	6.00	6.08	-.08	6.10	6.10	+.00
REISTERSTOWN	3	104.2	4.00	3.81	+.19	4.00	3.89	+.11	4.30	4.22	+.08	4.10	3.86	+.24
	5	107.1	6.00	5.72	+.28	6.10	5.78	+.32	6.40	5.91	+.49	6.40	5.95	+.45
RELAY	3	105.9	3.80	3.91	-.11	4.10	3.99	+.11	4.60	4.31	+.29	3.80	3.95	-.15
	5	105.9	5.70	5.65	+.05	5.70	5.70	+.00	6.20	5.85	+.35	6.10	5.89	+.21
RIDERWOOD	3	113.8	4.50	4.44	+.06	4.70	4.50	+.20	4.80	4.79	+.01	4.50	4.40	+.10
	5	110.1	6.30	6.20	+.10	6.30	6.13	+.17	6.50	6.30	+.20	6.70	6.32	+.38
RIVERVIEW	3	108.0	3.60	3.93	-.33	3.70	4.06	-.36	4.30	4.39	-.09	4.20	4.01	+.19
	5	105.4	5.10	5.39	-.29	5.10	5.50	-.40	5.70	5.76	-.06	5.90	5.78	+.12
RODGERS FORGE	3	109.1	4.40	4.12	+.28	4.40	4.21	+.19	4.60	4.52	+.08	4.30	4.12	+.18
	5	110.7	6.50	6.04	+.46	6.40	6.08	+.32	6.60	6.20	+.40	6.60	6.23	+.37
ROSEDALE	3	103.5	3.50	3.69	-.19	3.40	3.77	-.37	3.70	4.11	-.41	3.60	3.80	-.20
	5	99.6	5.00	5.07	-.07	4.90	5.13	-.23	5.10	5.43	-.33	5.40	5.45	-.05
RUXTON	3	113.0	4.40	4.41	-.01	4.30	4.46	-.16	4.60	4.74	-.14	4.30	4.37	-.07
	5	115.2	6.60	6.59	+.01	6.60	6.50	+.10	6.80	6.68	+.12	6.80	6.69	+.11
SANDALWOOD	3	99.6	3.00	3.51	-.51	3.20	3.58	-.38	3.50	3.93	-.43	3.30	3.60	-.30
	5	101.3	4.90	5.22	-.32	5.10	5.32	-.22	5.10	5.47	-.37	5.00	5.52	-.52
SANDY PLAINS	3	96.6	3.30	3.33	-.03	3.30	3.38	-.08	3.60	3.74	-.14	3.30	3.45	-.15
SCOTTS BRANCH	3	106.7	3.70	3.96	-.26	3.80	4.04	-.24	4.20	4.37	-.17	4.00	3.99	+.01
	5	102.5	5.60	5.43	+.17	5.50	5.48	+.02	5.70	5.62	+.08	5.90	5.66	+.24
SENECA	3	102.5	3.70	3.67	+.03	3.90	3.74	+.16	4.00	4.09	-.09	3.80	3.75	+.05
	5	98.4	5.10	5.04	+.06	5.30	5.11	+.19	5.10	5.32	-.22	5.20	5.36	-.16

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
PINEWOOD	3	108.0	4.10	4.06	+.04	4.00	4.13	-.13	4.10	4.45	-.35	3.90	4.07	-.17
	5	109.7	6.30	6.00	+.30	6.30	6.02	+.28	6.40	6.16	+.24	6.60	6.18	+.42
PLEASANT PLAINS	3	108.0	4.20	4.06	+.14	4.50	4.13	+.37	4.60	4.45	+.15	4.40	4.07	+.33
	5	109.2	6.40	5.96	+.44	6.30	5.98	+.32	6.50	6.12	+.38	6.50	6.14	+.36
POT SPRING	3	111.0	4.60	4.25	+.35	4.70	4.33	+.37	4.90	4.63	+.27	4.50	4.23	+.27
	5	111.2	6.20	6.13	+.07	6.30	6.14	+.16	6.60	6.27	+.33	6.70	6.29	+.41
POWHATAN	3	101.6	3.70	3.65	+.05	3.70	3.71	-.01	3.90	4.05	-.15	3.70	3.72	-.02
	5	101.6	5.20	5.30	-.10	5.30	5.37	-.07	5.70	5.54	+.16	6.00	5.58	+.42
PRETTYBOY	3	100.6	3.70	3.58	+.12	3.60	3.64	-.04	3.80	3.99	-.19	3.60	3.67	-.07
	5	100.6	5.70	5.22	+.48	5.80	5.29	+.51	6.20	5.47	+.73 *	6.30	5.51	+.79 *
RANDALLSTOWN	3	106.2	4.10	3.94	+.16	4.10	4.01	+.09	4.60	4.34	+.26	4.00	3.97	+.03
	5	106.8	5.80	5.75	+.05	5.90	5.79	+.11	6.20	5.94	+.26	5.90	5.97	-.07
RED HOUSE RUN	3	105.7	4.20	3.91	+.29	4.20	3.98	+.22	4.40	4.30	+.10	4.10	3.94	+.16
	5	109.4	5.80	5.97	-.17	5.90	6.00	-.10	6.00	6.13	-.13	6.10	6.16	-.06
REISTERSTOWN	3	104.2	4.00	3.81	+.19	4.00	3.88	+.12	4.30	4.21	+.09	4.10	3.86	+.24
	5	107.1	6.00	5.78	+.22	6.10	5.81	+.29	6.40	5.96	+.44	6.40	5.99	+.41
RELAY	3	105.9	3.80	3.92	-.12	4.10	3.99	+.11	4.60	4.32	+.28	3.80	3.96	-.16
	5	105.9	5.70	5.67	+.03	5.70	5.71	-.01	6.20	5.87	+.33	6.10	5.90	+.20
RIDERWOOD	3	113.8	4.50	4.43	+.07	4.70	4.52	+.18	4.80	4.81	-.01	4.50	4.39	+.11
	5	110.1	6.30	6.03	+.27	6.30	6.05	+.25	6.50	6.19	+.31	6.70	6.21	+.49
RIVERVIEW	3	108.0	3.60	4.06	-.46	3.70	4.13	-.43	4.30	4.45	-.15	4.20	4.07	+.13
	5	105.4	5.10	5.63	-.53	5.10	5.67	-.57	5.70	5.83	-.13	5.90	5.86	+.04
RODGERS FORGE	3	109.1	4.40	4.13	+.27	4.40	4.21	+.19	4.60	4.52	+.08	4.30	4.13	+.17
	5	110.7	6.50	6.09	+.41	6.40	6.10	+.30	6.60	6.23	+.37	6.60	6.26	+.34
ROSEDALE	3	103.5	3.50	3.77	-.27	3.40	3.83	-.43	3.70	4.17	-.47	3.60	3.82	-.22
	5	99.6	5.00	5.13	-.13	4.90	5.21	-.31	5.10	5.39	-.29	5.40	5.43	-.03
RUXTON	3	113.0	4.40	4.38	+.02	4.30	4.46	-.16	4.60	4.76	-.16	4.30	4.38	-.08
	5	115.2	6.60	6.47	+.13	6.60	6.46	+.14	6.80	6.57	+.23	6.80	6.59	+.21
SANDALWOOD	3	99.6	3.00	3.52	-.52	3.20	3.57	-.37	3.40	3.93	-.53	3.30	3.61	-.31
	5	101.3	4.90	5.28	-.38	5.10	5.34	-.24	5.10	5.52	-.42	5.00	5.56	-.56 *
SANDY PLAINS	3	96.6	3.30	3.32	-.02	3.30	3.37	-.07	3.60	3.74	-.14	3.30	3.45	-.15
SCOTTS BRANCH	3	106.7	3.70	3.97	-.27	3.80	4.05	-.25	4.20	4.37	-.17	4.00	4.00	+.00
	5	102.5	5.60	5.38	+.22	5.50	5.44	+.06	5.70	5.61	+.09	5.90	5.65	+.25
SENECA	3	102.5	3.70	3.70	+.00	3.90	3.77	+.13	4.00	4.11	-.11	3.80	3.77	+.03
	5	98.4	5.10	5.03	+.07	5.30	5.11	+.19	5.10	5.30	-.20	5.20	5.34	-.14

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
SEVENTH DISTRICT	K-6	475	21.6	95.3	19.0	3.0	14.3	21.0	45.5	6.4	10.5	10229.0
SPARKS	K-6	456	19.5	95.7	21.4	2.0	11.3	21.1	42.7	6.5	12.4	12558.0
STONELEIGH	K-6	659	20.7	97.1	29.9	2.0	10.1	19.0	28.3	2.2	12.5	14869.0
SUMMIT PARK	K-6	280	22.4	89.3	10.5	2.0	12.3	17.0	60.0	4.1	12.6	20440.0
SUSSEX	K-6	545	17.9	96.0	28.5	2.0	8.3	19.3	36.1	5.9	10.4	10017.0
TIMBER GROVE	K-6	708	24.4	96.5	27.0	2.0	8.3	23.9	27.6	1.3	12.4	11827.0
TIMONIUM	K-6	606	21.6	97.0	26.0	2.0	11.9	30.5	51.8	1.5	12.6	16867.0
TOWSON	K-6	464	16.7	96.0	25.9	2.0	12.2	21.0	32.3	8.5	12.6	13259.0
VICTORY VILLA	K-6	671	21.0	94.9	30.0	2.0	9.6	20.3	12.5	3.6	10.4	9951.0
VILLA CRESTA	K-6	836	19.4	96.9	41.0	2.0	11.0	35.0	27.9	5.5	12.1	11555.0
WARREN	K-6	714	21.0	96.3	32.0	2.0	9.7	28.3	41.2	5.1	12.5	18598.0
WELLWOOD	K-6	565	20.9	90.5	25.0	2.0	8.8	13.5	25.9	2.9	12.7	20868.0
WESTCHESTER	K-6	713	22.3	95.6	30.0	2.0	8.9	20.0	43.7	3.2	12.2	13807.0
WESTOWNE	K-6	728	21.4	96.3	32.0	2.0	9.7	38.1	38.2	7.8	12.1	11613.0
WINAND	K-6	815	21.7	92.1	35.5	2.0	8.2	29.3	40.0	1.7	12.6	15886.0
WINFIELD	K-6	507	22.0	94.2	21.0	2.0	6.1	16.5	30.4	1.1	12.1	13176.0
WOODBRIDGE	K-6	412	24.2	97.8	15.0	2.0	6.8	14.5	35.3	0.3	12.3	15180.0
WOODLAWN	K-6	274	27.4	96.3	9.0	1.0	6.3	22.0	30.0	5.6	12.2	11892.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

BALTIMORE COUNTY
SCHOOL SYSTEM

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

			SKILL AREAS										
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL	
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
SEVENTH DISTRICT	3	102.4	3.60	3.62	-.02	3.50	3.71	-.21	3.80	4.06	-.26	3.70	3.73	-.03
	5	104.6	5.50	5.37	+.13	5.40	5.46	-.06	5.50	5.72	-.22	5.30	5.74	-.44
SPARKS	3	98.2	4.10	3.48	+.62 *	4.10	3.51	+.59 *	4.30	3.86	+.44	4.00	3.56	+.44 *
	5	101.6	5.60	5.37	+.23	5.60	5.42	+.18	5.60	5.55	+.05	5.60	5.59	+.01
STONELEIGH	3	113.1	4.50	4.35	+.15	4.60	4.45	+.15	4.80	4.75	+.05	4.30	4.33	-.03
	5	112.6	6.50	6.18	+.32	6.60	6.21	+.39	7.00	6.36	+.64	7.00	6.37	+.63 *
SUMMIT PARK	3	107.6	4.60	4.09	+.51	4.60	4.11	+.49	4.70	4.41	+.29	4.40	4.10	+.30
	5	110.2	6.40	6.24	+.16	6.20	6.14	+.06	6.60	6.34	+.26	6.40	6.36	+.04
SUSSEX	3	102.9	3.50	3.65	-.15	3.60	3.74	-.14	3.80	4.09	-.29	3.70	3.76	-.06
	5	101.2	4.80	5.13	-.33	5.10	5.23	-.13	5.00	5.48	-.48	5.20	5.51	-.31
TIMBERGROVE	3	101.7	3.80	3.67	+.13	4.00	3.73	+.27	4.30	4.07	+.23	4.00	3.73	+.27
	5	107.8	5.50	5.75	-.25	5.80	5.83	-.03	5.90	5.95	-.05	5.80	5.98	-.18
TIMONIUM *	3	109.8	4.30	4.18	+.12	4.50	4.25	+.25	4.90	4.55	+.35	4.60	4.18	+.42
	5	109.3	6.50	6.05	+.45	6.40	6.02	+.38	6.60	6.19	+.41	6.70	6.21	+.49
TOWSON	3	111.3	4.20	4.24	-.04	4.40	4.34	+.06	4.80	4.65	+.15	4.30	4.23	+.07
	5	111.6	6.40	6.07	+.33	6.30	6.12	+.18	6.60	6.24	+.36	6.70	6.27	+.43
VICTORY VILLA	3	101.1	3.30	3.55	-.25	3.40	3.63	-.23	3.80	3.98	-.18	3.70	3.66	+.04
	5	101.5	4.80	5.15	-.35	5.00	5.25	-.25	5.00	5.50	-.50	5.00	5.53	-.53
VILLA CRESTA	3	104.3	3.80	3.80	+.00	3.70	3.89	-.19	3.90	4.22	-.32	3.80	3.85	-.05
	5	104.4	5.20	5.50	-.30	5.40	5.58	-.18	5.50	5.72	-.22	5.80	5.75	+.05
WARREN	3	114.3	4.50	4.45	+.05	4.80	4.52	+.28	5.00	4.81	+.19	4.70	4.42	+.28
	5	111.8	6.50	6.27	+.23	6.40	6.21	+.19	6.70	6.40	+.30	6.90	6.42	+.48
WELLWOOD	3	111.3	4.50	4.30	+.20	4.50	4.34	+.16	5.00	4.63	+.37	4.80	4.29	+.51 *
	5	110.3	6.70	6.26	+.44	6.50	6.16	+.34	7.00	6.36	+.64	7.00	6.37	+.63 *
WESTCHESTER	3	101.5	3.80	3.67	+.13	3.80	3.71	+.09	4.00	4.05	-.05	3.70	3.73	-.03
	5	108.1	5.60	5.83	-.23	5.70	5.87	-.17	5.90	6.03	-.13	6.10	6.05	+.05
WESTOWNE	3	101.6	3.70	3.65	+.05	3.90	3.72	+.18	4.10	4.06	+.04	3.80	3.72	+.08
	5	106.5	5.60	5.64	-.04	5.60	5.72	-.12	5.80	5.86	-.06	6.10	5.99	+.11
WINAND	3	110.8	4.40	4.23	+.17	4.40	4.31	+.09	4.80	4.61	+.19	4.40	4.22	+.18
	5	108.9	6.10	5.98	+.12	6.00	5.98	+.02	6.50	6.13	+.37	6.60	6.16	+.44
WINFIELD	3	103.1	3.90	3.75	+.15	3.90	3.81	+.09	4.30	4.15	+.15	4.10	3.81	+.29
	5	106.9	5.60	5.72	-.12	5.90	5.77	+.13	6.10	5.93	+.17	6.30	5.96	+.34
WOODBRIDGE	3	107.2	4.20	4.01	+.19	4.20	4.07	+.13	4.30	4.39	-.09	4.20	4.03	+.17
	5	109.3	6.00	5.97	+.03	6.20	5.98	+.22	6.40	6.14	+.26	6.20	6.17	+.03
WOODLAWN	3	99.3	3.60	3.53	+.07	3.60	3.58	+.02	3.70	3.92	-.22	3.80	3.60	+.20
	5	103.1	5.50	5.43	+.07	5.40	5.50	-.10	5.40	5.64	-.24	5.70	5.68	+.02

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(SEVENTH DISTRICT - WOODLAWN)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
SEVENTH DISTRICT	3	102.4	3.60	3.70	-.10	3.50	3.76	-.26	3.80	4.10	-.30	3.70	3.76	-.06
	5	104.6	5.50	5.56	-.06	5.40	5.61	-.21	5.50	5.77	-.27	5.30	5.80	-.50
SPARKS	3	98.2	4.10	3.43	+.67 *	4.10	3.48	+.62 *	4.30	3.84	+.46	4.00	3.53	+.47 *
	5	101.6	5.60	5.30	+.30	5.60	5.37	+.23	5.60	5.54	+.06	5.60	5.58	+.02
STONELEIGH	3	113.1	4.50	4.38	+.12	4.60	4.47	+.13	4.80	4.76	+.04	4.30	4.35	-.05
	5	112.6	6.50	6.25	+.25	6.60	6.25	+.35	7.00	6.38	+.62	7.00	6.40	+.60 *
SUMMIT PARK	3	107.6	4.60	4.03	+.57 *	4.60	4.11	+.49	4.70	4.42	+.28	4.40	4.05	+.35
	5	110.2	6.40	6.04	+.36	6.20	6.06	+.14	6.60	6.19	+.41	6.40	6.22	+.18
SUSSEX	3	102.9	3.50	3.73	-.23	3.60	3.79	-.19	3.80	4.13	-.33	3.70	3.79	-.09
	5	101.2	4.80	5.27	-.47	5.10	5.33	-.23	5.00	5.51	-.51	5.20	5.55	-.35
TIMBERGROVE	3	101.7	3.80	3.65	+.15	4.00	3.71	+.29	4.30	4.06	+.24	4.00	3.73	+.27
	5	107.8	5.50	5.84	-.34	5.80	5.87	-.07	5.90	6.01	-.11	5.80	6.04	-.24
TIMONIUM	3	109.8	4.30	4.17	+.13	4.50	4.25	+.25	4.90	4.56	+.34	4.60	4.17	+.43
	5	109.3	6.50	5.97	+.53	6.40	5.99	+.41	6.60	6.12	+.48	6.70	6.15	+.55
TOWSON	3	111.3	4.20	4.27	-.07	4.40	4.35	+.05	4.80	4.65	+.15	4.30	4.25	+.05
	5	111.6	6.40	6.16	+.24	6.30	6.17	+.13	6.60	6.30	+.30	6.70	6.32	+.38
VICTORY VILLA	3	101.1	3.30	3.61	-.31	3.40	3.67	-.27	3.80	4.02	-.22	3.70	3.69	+.01
	5	101.5	4.80	5.30	-.50	5.00	5.36	-.36	5.00	5.53	-.53	5.00	5.57	-.57 *
VILLA CRESTA	3	104.3	3.80	3.82	-.02	3.70	3.89	-.19	3.90	4.22	-.32	3.80	3.87	-.07
	5	104.4	5.20	5.54	-.34	5.40	5.59	-.19	5.50	5.75	-.25	5.80	5.79	+.01
WARREN	3	114.3	4.50	4.46	+.04	4.80	4.55	+.25	5.00	4.84	+.16	4.70	4.42	+.28
	5	111.8	6.50	6.18	+.32	6.40	6.19	+.21	6.70	6.31	+.39	6.90	6.34	+.56 *
WELLWOOD	3	111.3	4.50	4.27	+.23	4.50	4.35	+.15	5.00	4.65	+.35	4.80	4.25	+.55 *
	5	110.3	6.70	6.05	+.65	6.50	6.07	+.43	7.00	6.20	+.80 *	7.00	6.23	+.77 *
WESTCHESTER	3	101.5	3.80	3.64	+.16	3.80	3.70	+.10	4.00	4.04	-.04	3.70	3.71	-.01
	5	109.1	5.60	5.86	-.26	5.70	5.89	-.19	5.90	6.03	-.13	6.10	6.06	+.04
WESTOWNE	3	101.6	3.70	3.65	+.05	3.90	3.71	+.19	4.10	4.05	+.05	3.80	3.72	+.08
	5	106.5	5.60	5.73	-.13	5.60	5.76	-.16	5.80	5.91	-.11	6.00	5.94	+.06
WINAND	3	110.8	4.40	4.24	+.16	4.40	4.32	+.08	4.80	4.62	+.18	4.40	4.22	+.18
	5	108.9	6.10	5.93	+.17	6.00	5.96	+.04	6.50	6.09	+.41	6.60	6.12	+.48
WINFIELD	3	103.1	3.90	3.74	+.16	3.90	3.81	+.09	4.30	4.14	+.16	4.10	3.80	+.30
	5	106.9	5.60	5.76	-.16	5.90	5.79	+.11	6.10	5.94	+.16	6.30	5.97	+.33
WOODBRIDGE	3	107.2	4.20	4.00	+.20	4.20	4.08	+.12	4.30	4.40	-.10	4.20	4.03	+.17
	5	109.3	6.00	5.97	+.03	6.20	5.99	+.21	6.40	6.12	+.28	6.20	6.15	+.05
WOODLAWN	3	99.3	3.60	3.50	+.10	3.60	3.55	+.05	3.70	3.91	-.21	3.80	3.59	+.21
	5	103.1	5.50	5.43	+.07	5.40	5.49	-.09	5.40	5.65	-.25	5.70	5.69	+.01

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

150

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WOODMOOR	K-6	576	22.7	95.7	23.4	2.0	7.7	23.5	37.0	2.6	12.3	13610.0
DEER PARK	6-9	1150	17.2	93.3	63.9	3.0	8.3	20.3	44.5	5.5	12.2	13371.0
LANSDOWNE MIDDLE	6-9	1056	16.5	95.2	60.0	4.0	6.8	17.3	26.6	7.1	10.1	9770.0
SUDBROOK	6-9	1163	16.4	91.1	67.9	3.0	9.9	26.3	30.3	1.4	12.3	13969.0
ARBUTUS JR HIGH	7-9	960	15.6	94.5	59.6	2.0	9.9	22.3	39.9	3.8	11.2	11546.0
CATONSVILLE JR HI	7-9	1321	18.2	92.0	70.5	2.0	8.4	25.0	35.9	4.4	12.1	12622.0
COCKEYSVILLE JR HI	7-10	1567	17.7	95.9	85.4	3.0	7.9	18.8	37.3	4.3	12.4	14837.0
DEEP CREEK JR SR	7-10	1522	18.9	91.9	76.5	4.0	8.1	17.6	28.6	5.4	10.7	9944.0
DUMBARTON JR HIGH	7-9	1211	19.2	95.8	60.0	3.0	8.4	19.0	38.1	5.2	12.5	13592.0
DUNDALK JR HIGH	7-9	982	13.9	93.5	67.5	3.0	8.6	18.0	25.5	6.7	10.8	10241.0
FRANKLIN JR HIGH	7-9	1240	18.5	94.6	64.2	3.0	9.7	23.3	37.2	4.8	12.2	11794.0
GEN J STRICKER JR	7-9	1561	16.6	94.0	91.0	3.0	7.4	16.4	24.5	7.5	10.3	10601.0
GOLDEN RING JR HI	7-9	1419	17.3	95.3	79.0	3.0	8.8	18.0	32.9	3.2	11.0	11748.0
HEREFORD JR SR HI	7-12	1554	17.1	94.5	87.0	4.0	11.7	22.9	51.6	8.5	11.6	11134.0
HOLABIRD JR HIGH	7-9	1345	18.2	94.1	72.0	2.0	7.3	20.5	25.7	3.0	9.9	11028.0
JOHNNYCAKE JR HIGH	7-9	1288	16.7	95.8	73.0	4.0	10.1	22.5	41.5	2.7	12.2	12363.0
LANSDOWNE SR HIGH	9-12	2044	18.1	91.1	110.0	2.8	10.2	16.3	42.2	6.6	10.6	10584.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(WOODMOOR - LANSDOWNE SR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WOODMOOR	3	100.4	3.60	3.61	-.01	3.60	3.65	-.05	4.10	3.99	+.11	3.80	3.67	+.13
	5	103.2	5.40	5.51	-.11	5.30	5.54	-.24	5.70	5.69	+.01	5.70	5.73	-.03
DEER PARK	7	106.4	7.90	7.53	+.37	7.60	7.51	+.09	8.00	7.53	+.47	8.00	7.76	+.24
	9	106.3	9.30	9.11	+.19	9.10	8.95	+.15	9.10	8.95	+.15	9.40	9.19	+.21
LANSDOWNE MIDDLE	7	98.2	6.40	6.65	-.25	6.70	6.72	-.02	6.70	6.85	-.15	6.90	7.11	-.21
SULBROOK	7	106.0	7.70	7.50	+.20	7.50	7.48	+.02	7.90	7.52	+.38	8.30	7.73	+.57
	9	106.1	9.30	9.13	+.17	9.00	8.94	+.06	9.30	8.96	+.34	9.50	9.18	+.32
ARBUTUS JR HIGH	7	103.2	7.30	7.18	+.12	7.30	7.20	+.10	7.20	7.26	-.06	7.60	7.51	+.09
	9	101.1	8.70	8.49	+.21	8.80	8.36	+.44	8.60	8.45	+.15	8.80	8.65	+.15
CATONSVILLE JR HI	7	104.2	7.50	7.28	+.22	7.50	7.28	+.22	7.60	7.33	+.27	8.00	7.54	+.46
	9	103.2	8.70	8.77	-.07	8.60	8.58	+.02	8.60	8.65	-.05	9.00	8.85	+.15
COCKEYSVILLE JR HI	7	107.8	7.90	7.71	+.19	7.80	7.67	+.13	7.90	7.70	+.20	8.30	7.93	+.37
	9	108.6	9.50	9.42	+.08	9.40	9.24	+.16	9.10	9.22	-.12	9.50	9.47	+.03
DEEP CREEK JR SR	7	97.0	6.40	6.51	-.11	6.50	6.58	-.08	6.40	6.72	-.32	6.80	6.93	-.13
	9	100.1	8.40	8.30	+.10	8.20	8.23	-.03	8.00	8.30	-.30	8.40	8.52	-.12
DUMBARTON JR HIGH	7	108.9	8.00	7.79	+.21	7.90	7.75	+.15	8.10	7.74	+.36	8.30	7.98	+.32
	9	108.9	9.70	9.40	+.30	9.30	9.24	+.06	9.30	9.19	+.11	9.30	9.46	[illegible]
DUNDALK JR HIGH	7	100.1	6.80	6.83	-.03	6.90	6.89	+.01	7.10	6.98	+.12	7.40	7.22	+.18
	9	99.4	8.30	8.25	+.05	8.10	8.15	-.05	8.30	8.25	+.05	8.50	8.45	+.05
FRANKLIN JR HIGH	7	102.5	7.20	7.07	+.13	7.20	7.09	+.11	7.40	7.14	+.26	7.60	7.32	+.28
	9	102.7	9.10	8.68	+.42	8.90	8.49	+.41	8.70	8.55	+.15	9.00	8.75	+.25
GEN J STRICKER JR	7	99.3	6.50	6.79	-.29	6.60	6.84	-.24	6.90	6.97	-.07	7.10	7.22	-.12
	9	101.3	8.30	8.44	-.14	8.20	8.41	-.21	8.30	8.46	-.16	8.60	8.69	-.09
GOLDEN RING JR HI	7	104.6	7.40	7.34	+.06	7.40	7.35	+.05	7.40	7.40	+.00	8.10	7.69	+.41
	9	104.0	8.70	8.77	-.07	8.70	8.71	-.01	8.60	8.72	-.12	9.30	8.97	+.33
HEREFORD JR SR HI	7	100.7	7.10	6.89	+.21	7.20	6.93	+.27	7.40	7.01	+.39	7.70	7.20	+.50
	9	99.8	8.90	8.36	+.54	8.80	8.17	+.63	8.60	8.29	+.31	9.00	8.47	+.53
HOLABIRD JR HIGH	7	101.7	6.70	7.07	-.37	6.80	7.10	-.30	6.90	7.21	-.31	7.30	7.53	-.23
	9	101.6	8.20	8.48	-.28	8.20	8.49	-.29	8.10	8.53	-.43	8.80	8.77	+.03
JOHNNYCAKE JR HIGH	7	105.6	7.50	7.41	+.09	7.40	7.41	-.01	7.70	7.43	+.27	8.10	7.65	+.45
	9	105.0	9.20	8.93	+.27	9.10	8.77	+.33	9.00	8.78	+.22	9.40	9.02	+.38
LANSDOWNE SR HIGH	9	100.6	8.20	8.38	-.18	7.90	8.31	-.41	8.00	8.38	-.38	8.40	8.60	-.20

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(WOODMOOR - LANSDOWNE SR)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
WOODMOOR	3	100.4	3.60	3.57	+.03	3.60	3.63	-.03	4.10	3.97	+.13	3.80	3.65	+.15
	5	103.2	5.40	5.44	-.04	5.30	5.50	-.20	5.70	5.66	+.04	5.70	5.70	+.00
DEER PARK	7	106.4	7.90	7.52	+.38	7.60	7.50	+.10	8.00	7.52	+.48	8.00	7.74	+.26
	9	106.3	9.30	9.08	+.22	9.10	8.94	+.16	9.10	8.93	+.17	9.40	9.18	+.22
LANSDOWNE MIDDLE	7	98.2	6.40	6.62	-.22	6.70	6.68	+.02	6.70	6.80	-.10	6.90	6.98	-.08
SUDBROOK	7	106.0	7.70	7.47	+.23	7.50	7.46	+.04	7.90	7.49	+.41	8.30	7.71	+.59
	9	106.1	9.30	9.06	+.24	9.00	8.92	+.08	9.30	8.91	+.39	9.50	9.16	+.34
ARBUTUS JR HIGH	7	103.2	7.30	7.17	+.13	7.30	7.18	+.12	7.20	7.24	-.04	7.60	7.45	+.15
	9	101.1	8.70	8.49	+.21	8.80	8.33	+.47	8.60	8.42	+.18	8.80	8.61	+.19
CATONSVILLE JR HI	7	104.2	7.50	7.28	+.22	7.50	7.28	+.22	7.60	7.33	+.27	8.00	7.54	+.46
	9	103.2	8.70	8.73	-.03	8.60	8.58	+.02	8.60	8.63	-.03	9.00	8.84	+.16
COCKEYSVILLE JR HI	7	107.8	7.90	7.67	+.23	7.80	7.64	+.16	7.90	7.64	+.26	8.30	7.87	+.43
	9	108.6	9.50	9.35	+.15	9.40	9.21	+.19	9.10	9.16	-.06	9.50	9.43	+.07
DEEP CREEK JR SR	7	97.0	6.40	6.49	-.09	6.50	6.56	-.06	6.40	6.69	-.29	6.80	6.87	-.07
	9	100.1	8.40	8.37	+.03	8.20	8.21	-.01	8.00	8.32	-.32	8.40	8.51	-.11
DUMBARTON JR HIGH	7	108.9	8.00	7.79	+.21	7.90	7.75	+.15	8.10	7.74	+.36	8.30	7.98	+.32
	9	108.9	9.70	9.38	+.32	9.30	9.25	+.05	9.30	9.19	+.11	9.30	9.46	-.16
DUNDALK JR HIGH	7	100.1	6.80	6.83	-.03	6.90	6.87	+.03	7.10	6.96	+.14	7.40	7.16	+.24
	9	99.4	8.30	8.29	+.01	8.10	8.13	-.03	8.30	8.25	+.05	8.50	8.43	+.07
FRANKLIN JR HIGH	7	102.5	7.20	7.09	+.11	7.20	7.11	+.09	7.40	7.18	+.22	7.60	7.38	+.22
	9	102.7	9.10	8.67	+.43	8.90	8.52	+.38	8.70	8.58	+.12	9.00	8.79	+.21
GEN J STRICKER JR	7	99.3	6.50	6.74	-.24	6.60	6.79	-.19	6.90	6.89	+.01	7.10	7.08	+.02
	9	101.3	8.30	8.51	-.21	8.20	8.35	-.15	8.30	8.44	-.14	8.60	8.64	-.04
GOLDEN RING JR HI	7	104.6	7.40	7.32	+.08	7.40	7.32	+.08	7.40	7.36	+.04	8.10	7.58	+.52
	9	104.0	8.70	8.82	-.12	8.70	8.67	+.03	8.60	8.71	-.11	9.30	8.93	+.37
HEREFORD JR SR HI	7	100.7	7.10	6.89	+.21	7.20	6.93	+.27	7.40	7.02	+.38	7.70	7.21	+.49
	9	99.8	8.90	8.34	+.56	8.80	8.18	+.62	8.60	8.29	+.31	9.00	8.47	+.53
HOLABIRD JR HIGH	7	101.7	6.70	7.00	-.30	6.80	7.03	-.23	6.90	7.10	-.20	7.30	7.31	-.01
	9	101.6	8.20	8.55	-.35	8.20	8.39	-.19	8.10	8.47	-.37	8.80	8.67	+.13
JOHNNYCAKE JR HIGH	7	105.6	7.50	7.43	+.07	7.40	7.42	-.02	7.70	7.45	+.25	8.10	7.67	+.43
	9	105.0	9.20	8.94	+.26	9.10	8.79	+.31	9.00	8.80	+.20	9.40	9.04	+.36
LANSDOWNE SR HIGH	9	100.6	8.20	8.43	-.23	7.90	8.27	-.37	8.00	8.37	-.37	8.40	8.56	-.16

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‡ SEE CHAPTER 4, SECTION 4.3.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
LOCH RAVEN JR HI	7-9	1209	16.4	96.0	70.8	3.0	10.0	25.1	45.8	4.4	12.2	11599.0
LOCH RAVEN SR	9-12	1681	19.0	95.7	85.4	3.0	9.9	19.9	57.7	3.2	12.3	13596.0
MIDDLE RIVER JR HI	7-9	1468	18.8	93.3	73.9	4.0	8.8	20.5	35.9	6.7	10.7	10507.0
NORTH POINT JR HI	7-9	1235	17.6	92.8	66.0	4.0	6.1	19.6	24.3	3.4	11.3	11006.0
OLD COURT JR SR	7-9	1152	15.4	91.4	72.0	3.0	9.3	16.3	42.7	2.6	12.3	13853.0
PARKVILLE JR HIGH	7-9	1514	18.8	96.0	78.5	2.0	10.5	23.2	36.0	3.8	11.8	11796.0
PERRY HALL JR HIGH	7-9	1364	18.5	96.5	70.5	3.0	10.0	15.3	35.4	2.5	12.0	12774.0
PIKESVILLE JR HI	7-9	1253	16.7	87.3	74.0	1.0	8.2	27.0	40.0	2.3	12.5	18643.0
RIDGELY JR HIGH	7-9	1356	16.7	96.7	78.0	3.0	10.2	22.3	44.4	2.3	12.6	16738.0
SPARROWS POINT SR	9-12	1361	15.9	90.9	82.8	3.0	8.9	17.4	37.3	9.1	10.0	10488.0
STEMMERS RUN JR	7-9	1629	18.1	94.3	87.8	2.0	8.3	19.9	27.8	5.5	10.7	10106.0
TOWSONTOWN JR HI	7-9	1151	17.5	96.4	62.8	3.0	11.9	21.0	47.1	2.7	12.7	17016.0
WOODLAWN JR HI	7-9	1221	17.1	93.0	69.5	2.0	8.7	21.5	33.6	3.1	12.3	12726.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LOCH RAVEN JR HI	7	106.5	7.70	7.48	+.22	7.60	7.48	+.12	7.90	7.46	+.44	8.20	7.69	+.51
	9	103.8	9.10	8.77	+.33	8.90	8.61	+.29	9.00	8.64	+.36	9.40	8.86	+.54
LOCH HAVEN SR	9	104.9	9.40	8.99	+.41	9.10	8.79	+.31	9.30	8.84	+.46	9.50	9.05	+.45
MIDDLE RIVER JR HI	7	99.4	6.60	6.78	-.18	6.60	6.83	-.23	6.60	6.94	-.34	7.00	7.18	-.18
	9	97.8	8.00	8.11	-.11	7.90	7.98	-.08	7.60	8.13	-.53	8.20	8.30	-.10
NORTH POINT JR HI	7	102.0	6.70	7.03	-.33	6.90	7.07	-.17	7.20	7.14	+.06	7.50	7.37	+.13
	9	101.2	8.20	8.47	-.27	8.20	8.35	-.15	8.30	8.42	-.12	8.80	8.63	+.17
OLD COURT JR SR	7	109.6	8.20*	7.87	+.33	7.90	7.82	+.08	8.40	7.81	+.59	8.30	8.06	+.24
	9	105.6	9.30	9.08	+.22	9.00	8.87	+.13	9.30	8.91	+.39	9.50	9.13	+.37
PARKVILLE JR HIGH	7	103.5	7.50	7.19	+.31	7.50	7.21	+.29	7.60	7.26	+.34	7.80	7.48	+.32
	9	104.1	9.00	8.80	+.20	8.90	8.68	+.22	8.70	8.69	+.01	9.10	8.93	+.17
PERRY HALL JR HIGH	7	107.1	7.70	7.59	+.11	7.60	7.57	+.03	7.80	7.58	+.22	8.10	7.83	+.27
	9	107.3	9.30	9.17	+.13	9.20	9.06	+.14	8.90	9.01	-.11	9.40	9.28	+.12
PIKESVILLE JR HI	7	107.4	8.20	7.80	+.40	7.90	7.72	+.18	8.30	7.83	+.47	8.60	8.05	+.55
	9	106.7	9.80	9.45	+.35	9.50	9.13	+.37	9.60	9.27	+.33	10.10	9.42	+.68 *
RIDGELY JR HIGH	7	109.1	8.30	7.91	+.39	8.10	7.83	+.27	8.30	7.88	+.42	9.60	8.11	+.49
	9	110.9	9.90	9.74	+.16	9.70	9.55	+.15	9.60	9.52	+.08	10.00	9.77	+.23
SPARROWS POINT SR	9	98.7	7.90	8.18	-.28	7.80	8.12	-.32	7.70	8.24	-.54	8.00	8.44	-.44
STEMMERS RUN JR	7	99.8	6.50	6.80	-.30	6.70	6.86	-.16	6.80	6.96	-.16	7.10	7.20	-.10
	9	103.4	8.40	8.61	-.21	8.40	8.61	-.21	8.20	8.59	-.39	8.90	8.86	+.04
TOWSONTOWN JR HI	7	108.8	8.40	7.88	+.52	8.10	7.81	+.29	8.50	7.86	+.64	8.50	8.08	+.42
	9	106.9	9.70	9.39	+.31	9.40	9.09	+.31	9.90	9.19	+.71	9.80	9.36	+.44
WOODLAWN JR HI	7	100.9	7.10	6.93	+.17	6.90	6.95	-.05	7.40	7.05	+.35	7.30	7.20	+.10
	9	101.6	8.90	8.63	+.27	8.60	8.38	+.22	8.70	8.51	+.19	8.60	8.67	-.07

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(LOCH RAVEN JR - WOODLAWN JR)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGF TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFFRENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFFRENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LOCH RAVEN JR HI	7	106.5	7.70	7.53	+.17	7.60	7.51	+.09	7.90	7.53	+.37	8.20	7.75	+.45
	9	103.8	9.10	8.80	+.30	8.90	8.65	+.25	9.00	8.69	+.31	9.40	8.91	+.49
LOCH RAVEN SR	9	104.9	9.40	8.92	+.48	9.10	8.78	+.32	9.30	8.79	+.51	9.50	9.03	+.47
MIDDLE RIVER JR HI	7	99.4	6.60	6.75	-.15	6.60	6.80	-.20	6.60	6.90	-.30	7.00	7.09	-.09
	9	97.8	8.00	8.11	-.11	7.90	7.94	-.04	7.60	8.09	-.49	8.20	8.26	-.06
NORTH POINT JR HI	7	102.0	6.70	7.04	-.34	6.90	7.06	-.16	7.20	7.13	+.07	7.50	7.34	+.16
	9	101.2	8.20	8.50	-.30	8.20	8.34	-.14	8.30	8.43	-.13	8.80	8.63	+.17
OLD COURT JR SR	7	109.6	8.20	7.87	+.33	7.90	7.82	+.08	8.40	7.80	+.60	8.30	8.04	+.26
	9	105.6	9.30	9.00	+.30	9.00	8.86	+.14	9.30	8.86	+.44	9.50	9.10	+.40
PARKVILLE JR HIGH	7	103.5	7.50	7.20	+.30	7.50	7.21	+.29	7.60	7.26	+.34	7.80	7.47	+.33
	9	104.1	9.00	8.83	+.17	8.90	8.68	+.22	8.70	8.71	-.01	9.10	8.94	+.16
PERRY HALL JR HIGH	7	107.1	7.70	7.60	+.10	7.60	7.57	+.03	7.80	7.58	+.22	8.10	7.81	+.29
	9	107.3	9.30	9.20	+.10	9.20	9.06	+.14	8.90	9.03	-.13	9.40	9.29	+.11
PIKESVILLE JR HI	7	107.4	8.20	7.63	+.57	7.90	7.60	+.30	8.30	7.61	+.69	8.60	7.84	+.76 *
	9	106.7	9.80	9.13	+.67	9.50	8.99	+.51	9.60	8.97	+.63	10.10	9.22	+.88 *
RIDGELY JR HIGH	7	109.1	8.30	7.82	+.48	8.10	7.77	+.33	8.30	7.76	+.54	8.60	8.00	+.60
	9	110.9	9.90	9.61	+.29	9.70	9.48	+.22	9.60	9.39	+.21	10.00	9.68	+.32
SPARROWS POINT SR	9	98.7	7.90	8.21	-.31	7.80	8.05	-.25	7.70	8.18	-.48	8.00	8.35	-.35
STEMMERS RUN JR	7	99.8	6.50	6.79	-.29	6.70	6.84	-.14	6.80	6.94	-.14	7.10	7.13	-.03
	9	103.4	8.40	8.75	-.35	8.40	8.60	-.20	8.20	8.65	-.45	8.90	8.86	+.04
TOWSONTOWN JR HI	7	108.8	8.40	7.78	+.62	8.10	7.74	+.36	8.50	7.73	+.77	8.50	7.97	+.53
	9	106.9	9.70	9.15	+.55	9.40	9.01	+.39	9.90	8.99	+.91 *	9.80	9.24	+.56
WOODLAWN JR HI	7	100.9	7.10	6.91	+.19	6.90	6.95	-.05	7.40	7.03	+.37	7.30	7.23	+.07
	9	101.6	8.90	8.55	+.35	8.60	8.39	+.21	8.70	8.47	+.23	8.60	8.67	-.07

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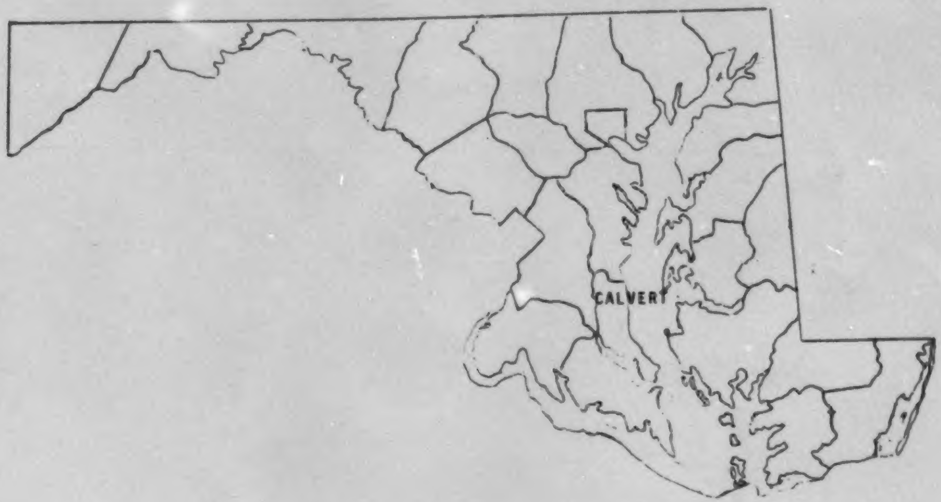
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.5 CALVERT COUNTY

School System Goals and Objectives



A. Goal Setting Activities at the School System and Individual School Levels. Goal setting activities reflecting a management by objectives structure occur at the school system level and at the individual school level:

School System - For the school year, each central office department (administration-pupil services-instruction) prepares a summary of major goals and objectives that will receive significant focus. In addition, related activities and proposed target dates are organized into one overall master plan for the total school system. Incorporated into this master plan are the significant goals and objectives prepared by the individual schools, relevant to the system goals and objectives. The primary emphasis in the master plan is directly related to the defined instructional and pupil services needs of the students in the Calvert County School System.

The superintendent of schools conducts an annual evaluation conference with each central office department head. Progress toward meeting the goals and objectives is reviewed with tentative guidelines proposed for the forthcoming school year.

Activities related to the implementation of the Maryland Accountability Assessment Program included the following during the 1973-74 school year:

- A system-wide accountability coordinator and task force were appointed.
- Intensive orientation programs were initiated involving the central office staff, the county task force, school-board administrators, and school faculties.
- Proposed county goals in reading, writing, and arithmetic were developed by the county accountability task force.
- The Board of Education approved the county goals and submitted them to the Maryland State Department of Education.

Other recent significant goal setting activities included the following:

- The development of educational program specifications for elementary, middle, and senior high schools.

Parents, students, and professional staffs were involved intensively in the activities related to the development of the educational program specifications.

Individual Schools - School principals with staff involvement prepare annual goals and objectives consistent with the management by objectives structure. Pertinent components of the report are incorporated into the county master plan as they relate to the system-wide goals and objectives. The school principals have individual evaluative conferences with the superintendent and the assistant superintendent. The conferences focus upon the school(s) progress toward meeting the county goals and objectives as well as the goals and objectives specifically unique to the individual schools.

The proposed school management by objectives is reviewed and revised as necessary for the forthcoming school year.

B. School System Goals and Goals for "Typical" Elementary and "Typical" Secondary Schools. Listed below are the system-wide accountability goals in the areas of reading, writing, and arithmetic that were developed during the 1973-74 school year.

In Reading, each Calvert County student commensurate with his ability and other individual differences upon the completion of the secondary school program will:

1.A. Identify his own purposes for reading.

1.B. Select material appropriate to his purpose.

1.C. Identify and locate resources.

2.A. Develop and use a strategy for decoding words which may include a sight vocabulary, pictures, context clues, phonics, structural analysis and authority clues.

2.B. Determine the appropriate meaning of a word.

3.A. Comprehend the literal meaning of material read.

3.B. Read critically

    a. Interpret the author's purpose
    b. Identify patterns of though (e.g. style, time, mood, sequence)
    c. Analyze materials for the purpose of making decisions

3.C. Read creatively

    a. Associate and internalize reading materials in order to relate to previous experiences
    b. Associate and internalize reading materials in order to relate to new experiences

4.A. Read and interpret directions.

4.B. Interpret non-print materials.

4.C. Read and interpret forms.

4.D. Locate and utilize information.

4.E. Read and interpret survival materials.

4.F. Attain personal development.

5.A. Have a positive attitude toward reading.

5.B. Have a desire to read.

5.C. Enjoy reading.

5.D. Develop the habit of reading.

In writing, each student commensurate with his ability upon completion of the elementary-secondary writing program will:

1.A. Communicate his ideas and feelings employing acceptable conventions of writing.

1.B. Record his thoughts and feelings employing acceptable conventions of writing.

2.A. Utilize acceptable conventions of writing in response to social demands and obligations.

2.B. Utilize acceptable conventions of writing in response to business demands and obligations.

2.C. Utilize acceptable conventions of writing in response to vocational demands and obligations.

3.A. Demonstrate the necessity of writing for a variety of personal and social needs.

3.B. Show evidence of satisfaction from his writing.

In Mathematics, each student upon completion of his elementary-secondary school mathematics program should be able to:

1.A. Recall and/or recognize mathematical definitions and facts.

1.B. Interpret mathematical symbols.

2.A. Perform the basic operations.

2.B. Solve simple equations and inequalities.

2.C. Collect and/or read data represented by graphs, tables, and charts.

2.D. Measure, using standard and non-standard units.

3.A. Understand and use number concepts.

3.B. Understand the concept of measurement.

3.C. Understand basic geometric concepts.

3.D. Understand the mathematical concepts and processes by translating:

(1) verbal to mathematical
(2) mathematical to verbal

(3) mathematical to mathematical
(4) mathematical to physical
(5) physical to mathematical
(6) verbal to verbal

4.A. Develop a logical sequence for the solution of problems.

4.B. Identify and analyze techniques required for the solution of problems.

5. Recognize the existence of a problem, state the problem, formulate a hypothesis, and determine if the problem has a unique solution.

6.A. Recognize and appreciates the contribution that mathematics is making in the lives of people.

6.B. Understand the use of mathematics as a tool in relation to the technological world.

6.C. Participate in the study of mathematics for enjoyment and enrichment.

C. Comments on the Results of the Accountability Assessment Program For Your System. The assessment data indicate that the students have maintained a consistent pattern over a period of years in achievement and mental ability. No significant changes were revealed except in some skill areas in one elementary school where the asterisk was denoted. The rationale regarding these asterisks will be outlined later in the section.

The achievement areas when compared to the Maryland Norms appear to be consistent in the grades tested. The third graders do relatively well in all areas when compared to other grades. Overall, when compared with other schools in the State similiar to Calvert County schools, the results in the areas of vocabulary, reading comprehension, language and math totals do not reveal any significant minus (-) differences.

Calvert County, however, needs to look especially close at the problem areas within all of the measured skill areas where there are minus differences. A systematic effort will be made to eliminate these problems identified.

Rationale regarding the significant plus (+) difference in one elementary school as indicated by the asterisk (*): Upon conferring with the principal and staff of the elementary school cited here, the following rationale was given regarding what may have influenced the plus difference:

- An ongoing and intensive all-school assessment program developed over the past several years which focused on pupil diagnosis of strengths and weaknesses. This process led to needed curriculum revisions and other program changes.
- Development of a pilot diagnostic-prescriptive program of focusing upon improvement of pupil performance.
- The exceptional overall staff commitment and administrative leadership toward various program improvements.
- The staff stability in terms of minimal staff turnover over several years. This insured program continuity.
- Stability of student body. The third graders tested, entering the school as first graders, were the only students in this school that have maintained their total education experience in this new school which focuses upon an individualized program in an open-spaced environment.

D. Progress of Schools Toward System and/or School Goals Not Covered by State Assessment Instruments. Most schools have been focusing on the low performance areas. They are currently investigating various types of programs and methods of instruction that would be necessary to improve performance. A review of the curriculum and program offerings was begun last year. Several types of inservice programs were instituted and are being evaluated by the participants.

Program revisions have been made as a result of test data analysis in the areas of special education and other areas. A series of inservice sessions were held with principals, counselors and key teachers on the testing program and its significance to instructional program.

Pilot programs in early childhood, and career education have been instituted.

New programs have been developed and current programs improved in the area of vocational education, including home economics and industrial arts. The music and art programs have been given more emphasis through the incorporation of a county-wide curriculum development committee in the two areas. The reading program has incorporated other significant components including a pilot program in functional reading to highlight its importance in the ongoing school program in the secondary schools.

Two secondary schools are now involved in the Middle States Evaluation proceedings. Their focus will be on program revisions as they relate to pupil needs.

A new pupil services/instruction project sponsored by the State Department of Education and our local school system has been started in a secondary, middle school and vocational-technical school. The focus is upon the student outcomes.

The identification of two new Title I, ESEA project schools has created a new focus in these schools on the needs of students in the primary grades.

The expansion of the school construction program which reflects considerable utilization of flexible and open spaces has required individual school staffs to become involved in intensive inservice programs related to the need for a different look at staff utilization and individualization of instruction.

All schools are in the process of writing school objectives reflecting their own needs which will provide a basis for future evaluation of program as it relates to pupil performance.

Other long-range measures of school system accomplishments which will be focused upon other than test scores will be retention-rate profiles, feedback from high school graduates regarding the educational program, the per cent of graduates who enter post high school programs, and an account of the types of occupations in which graduates engage.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services. Continued improvement of program and services will require the following inputs if individualization of instruction and efforts to meet the special needs of the students in Calvert County are to be enhanced:

- Lower classroom teacher-pupil ratio
- Utilization of additional teacher/instructional aides
- Expansion of psychological, speech, hearing, health and other related pupil services
- Extension of instructional services to handicapped children
- Availability of professional services such as helping teachers and instructional diagnosticians

CALVERT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
20,682	$8,741	34.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.1	10.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,530	$10,028	$16,913	6.8	17.6

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
13.1	19.4	93.1

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,024.62	$717.28	70.2	$33.23

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUBIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.2	$10.66	1.0

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CALVERT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	494	98.58	6	92.4	14.90	2.94	1.09
	5	502	100.00	5	93.4	16.60	4.21	1.49
	7	503	93.64	2	90.8	16.20	5.71	1.73
	9	620	69.35	2	92.9	15.67	7.14	2.12
(2) READING COMPRE-HENSION	3	494	98.58	6	92.4	14.90	3.04	1.13
	5	502	100.00	5	93.4	16.60	4.41	1.46
	7	503	93.64	2	90.8	16.20	5.96	1.55
	9	620	69.35	2	92.9	15.67	7.33	1.88
(3) SPELLING	3	494	98.58	6	92.4	14.90	3.38	1.36
	5	502	100.00	5	93.4	16.60	4.44	1.75
	7	503	93.64	2	90.8	16.20	5.60	1.79
	9	620	69.35	2	92.9	15.67	6.98	2.33
(4) CAPITAL-IZATION	3	494	98.58	6	92.4	14.90	3.46	1.31
	5	502	100.00	5	93.4	16.60	4.74	1.54
	7	503	93.64	2	90.8	16.20	5.86	1.82
	9	620	69.35	2	92.9	15.67	6.91	2.30
(5) PUNCTUATION	3	494	98.58	6	92.4	14.90	3.54	1.33
	5	502	100.00	5	93.4	16.60	4.77	1.46
	7	503	93.64	2	90.8	16.20	5.74	1.81
	9	620	69.35	2	92.9	15.67	7.05	2.25

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, [illegible], 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CALVERT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	494	98.58	6	92.4	14.90	3.16	1.29
	5	502	100.00	5	93.4	16.60	4.33	1.62
	7	503	93.64	2	90.8	16.20	5.70	1.84
	9	620	69.35	2	92.9	15.67	7.13	2.26
(7) LANGUAGE TOTAL	3	494	98.58	6	92.4	14.90	3.39	1.16
	5	502	100.00	5	93.4	16.60	4.57	1.38
	7	503	93.64	2	90.8	16.20	5.72	1.54
	9	620	69.35	2	92.9	15.67	7.02	2.01
(8) MATHEMATICAL CONCEPTS	3	494	98.58	6	92.4	14.90	3.07	.96
	5	502	100.00	5	93.4	16.60	4.65	1.29
	7	503	93.64	2	90.8	16.20	6.14	1.34
	9	620	69.35	2	92.9	15.67	7.42	1.80
(9) MATHEMATICAL PROBLEMS	3	494	98.58	6	92.4	14.90	3.08	1.04
	5	502	100.00	5	93.4	16.60	4.69	1.36
	7	503	93.64	2	90.8	16.20	6.03	1.50
	9	620	69.35	2	92.9	15.67	7.30	1.90
(10) MATHEMATICAL TOTAL	3	494	98.58	6	92.4	14.90	3.07	.94
	5	502	100.00	5	93.4	16.60	4.67	1.23
	7	503	93.64	2	90.8	16.20	6.08	1.29
	9	620	69.35	2	92.9	15.67	7.36	1.72

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
APPEAL	K-5	492	20.0	95.7	22.6	2.0	9.6	11.7	12.2	22.0	11.0	8408.0
BEACH	K-5	519	20.0	93.5	24.0	2.0	5.0	10.0	7.7	21.6	10.8	8811.0
CENTRAL	K-5	787	21.0	96.1	34.5	3.0	8.6	11.9	8.0	33.2	11.0	8890.0
HUNTINGTOWN	K-5	365	22.0	96.3	14.6	2.0	6.9	25.0	0.0	20.0	10.9	8940.0
ISLAND CREEK	K-3	197	23.5	95.2	7.4	1.0	5.7	10.0	11.9	23.1	11.0	8432.0
MT. HARMONY	K-5	708	21.2	96.3	30.4	3.0	8.9	29.0	18.0	16.7	10.8	8792.0
CALVERT CO MIDDLE	6-8	720	20.6	92.8	33.0	2.0	10.7	20.9	22.9	28.1	11.0	8669.0
NORTHERN	6-11	1594	21.3	91.4	70.8	4.0	4.0	16.1	22.7	20.2	10.8	8837.0
CALVERT SENIOR HIGH	9-12	1095	20.9	89.7	48.5	4.0	11.1	22.9	30.5	29.7	11.0	8669.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

CALVERT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
APPEAL	3	85.4	2.57	2.66	-.09	2.81	2.67	+.14	3.01	3.07	-.06	2.85	2.86	-.01
	5	88.0	4.19	4.24	-.05	4.60	4.35	+.25	4.48	4.54	-.06	4.76	4.60	+.16
BEACH	3	92.2	2.83	3.05	-.22	2.89	3.09	-.20	3.10	3.47	-.37	2.92	3.21	-.29
	5	93.5	4.28	4.61	-.33	4.45	4.71	-.26	4.52	4.92	-.40	4.60	4.98	-.38
CENTRAL	3	93.9	2.76	3.15	-.39	3.00	3.20	-.20	3.20	3.57	-.37	2.94	3.30	-.36
	5	93.0	4.01	4.59	-.58	4.16	4.69	-.53	4.32	4.89	-.57	4.44	4.94	-.50
HUNTINGTOWN	3	92.1	3.86	3.05	+.81 *	3.61	3.08	+.53	4.49	3.46	+1.03 *	3.62	3.20	+.42
	5	99.8	4.71	5.03	-.32	4.83	5.15	-.32	5.44	5.35	+.09	5.27	5.39	-.12
ISLAND CREEK	3	90.5	2.87	2.95	-.08	2.92	2.98	-.06	3.10	3.37	-.27	3.07	3.12	-.05
MT HARMONY	3	96.8	2.89	3.31	-.42	3.04	3.37	-.33	3.45	3.74	-.29	3.13	3.44	-.31
	5	94.3	4.23	4.66	-.43	4.42	4.77	-.35	4.64	4.98	-.34	4.73	5.03	-.30
CALVERT CO MIDDLE	7	91.0	5.69	5.83	-.14	5.87	5.96	-.09	5.84	6.15	-.31	5.95	6.27	-.32
NORTHERN	7	90.7	5.72	5.81	-.09	6.04	5.94	+.10	5.63	6.15	-.52	6.19	6.27	-.08
	9	92.8	7.09	7.55	-.46	7.37	7.35	+.02	6.98	7.60	-.62	7.28	7.71	-.43
CALVERT SENIOR HIGH	9	93.1	7.20	7.57	-.37	7.28	7.37	-.09	7.07	7.61	-.54	7.46	7.72	-.26

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

CALVERT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
APPEAL	3 5	85.4 88.0	2.57 4.19	2.61 4.13	-.04 +.06	2.81 4.60	2.63 4.27	+.18 +.33	3.01 4.48	3.04 4.51	-.03 -.03	2.85 4.76	2.83 4.57	+.02 +.19
BEACH	3 5	92.2 93.5	2.83 4.28	3.04 4.61	-.21 -.33	2.89 4.45	3.08 4.71	-.19 -.26	3.10 4.52	3.46 4.93	-.36 -.41	2.92 4.60	3.21 4.98	-.29 -.38
CENTRAL	3 5	93.9 93.0	2.76 4.01	3.15 4.56	-.39 -.55	3.00 4.16	3.20 4.67	-.20 -.51	3.20 4.32	3.57 4.89	-.37 -.57	2.94 4.44	3.30 4.94	-.36 -.50
HUNTINGTOWN	3 5	92.1 99.8	3.86 4.71	3.04 5.15	+.82 * -.44	3.61 4.83	3.08 5.22	+.53 -.39	4.49 5.44	3.46 5.40	+1.03 * +.04	3.62 5.27	3.20 5.45	+.42 -.18
ISLAND CREEK	3	90.5	2.87	2.93	-.06	2.92	2.97	-.05	3.10	3.36	-.26	3.07	3.11	-.04
MT HARMONY	3 5	96.8 94.3	2.89 4.23	3.34 4.68	-.45 -.45	3.04 4.42	3.39 4.78	-.35 -.36	3.45 4.64	3.75 4.99	-.30 -.35	3.13 4.73	3.46 5.04	-.33 -.31
CALVERT CO MIDDLE	7	91.8	5.69	5.83	-.14	5.87	5.96	-.09	5.84	6.16	-.32	5.95	6.31	-.36
NORTHERN	7 9	90.7 92.8	5.72 7.09	5.79 7.54	-.07 -.45	6.04 7.37	5.93 7.35	+.11 +.02	5.63 6.98	6.13 7.60	-.50 -.62	6.19 7.28	6.28 7.71	-.09 -.43
CALVERT SENIOR HIGH	9	93.1	7.20	7.57	-.37	7.28	7.30	-.11	7.07	7.63	-.56	7.46	7.75	-.29

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.6 CAROLINE COUNTY

School System Goals and Objectives

A. General. It is the understanding of Caroline County school officials that the Maryland Accountability Law requires each county system to develop a set of school objectives in the areas of reading, writing and mathematics toward which the instructional program will be directed. In order that some device for measuring growth be used, it is necessary to use some form of standardized testing as such a device. During the school year 1973-74 all pupils in grades 3, 5, 7 and 9 were tested both as to their abilities and as to their achievement in reading, writing and mathematics.

The results of the tests are to be used as base line data and do not necessarily reflect the objectives as being set up under the accountability law. When given again during the 1974-75 school year and in 1975-76, they should reflect some evidence as to students' success in accomplishing the stated objectives.

B. Goal Setting Activities. The State Department of Education developed some broad Goals for reading, writing and mathematics for distribution to local systems in the Fall of 1973. Following this, regional workshops were held to give assistance to local school systems to develop more specific goals consistent with the State Goals.

In Caroline County the superintendent's staff developed these Local Goals on a tentative basis. They were then sent to every local school faculty for consideration as to their clarity of meaning and as to their adaptability for constructing Local School Objectives. The Central Office then edited the Goals in terms of the teacher suggestions and sent them to the State Department of Education. They were approved and returned to the county by August 1974.

C. Caroline County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Caroline County has developed the following Local System Goals:

In Reading, each student who has completed the elementary-secondary school reading program of Caroline County school system should:

1.A. Be able to establish personal goals for reading and to identify and select means and materials for achievement of these goals.

1.B. Be able to derive meaning and understanding from reading various types of printed materials such as newspapers, periodicals, novels, drama, poetry, biographies, autobiographies, catalogues, and bulletins.

1.C. Be able to derive meaning and understanding from such nonprint materials as: records, tapes, filmstrips, films, transparencies, charts and graphs.

2.A. Know and can apply a system by which he can derive meaning of unfamiliar words.

2.B. Possess that knowledge and those skills required in order to be able to pronounce words used in daily living and to identify their appropriate meanings.

2.C. Possess the ability to determine the meaning of words through the utilization of picture skills, content skills, structural skills, phonic skills, and authority clues.

3.A. Be able to discern the methods used in achieving the author's purpose (e.g., satire, description, irony, parody, humor).

3.B. Be able to read critically and literally and be able to raise questions and find suitable answers distinguishing between objective and subjective writing.

3.C. Be able to identify the style and mood of the author, the time and sequence, cause and effect relationships of the writing.

4.A. Be able to follow those directions which are essential to living in a modern society.

4.B. Be able to locate references utilizing either print or nonprint materials.

4.C. Be able to gain that information necessary for living in society successfully.

4.D. Be able to understand forms necessary for seeking jobs, ordering materials, filling out questionnaires, providing tax information, making reservations.

5.A. Be able to utilize reading as a means of providing personal satisfaction and improvement.

5.B. Be able to use reading as an important leisure time activity.

5.C. Be able to recognize the importance of reading in providing assistance in job improvement and the quality of living.

In Writing, each student who has completed the elementary-secondary school writing program of Caroline County school system should be able to:

1.A. Record their thoughts and feelings for their personal use, observing appropriate linguistic forms, levels of usage and conventions of rhetoric and mechanics.

1.B. Record thoughts and feelings in order to communicate them clearly to others, observing appropriate linguistic form, levels of usage and conventions of rhetoric and mechanics.

1.C. Write legibly.

2.A. Write in a given social situation observing an accepted organization, development, form and mechanics of writing.

2.B. Write in a given business or vocational situation observing an accepted organization, development, form and mechanics of writing.

2.C. Write in a given scholastic situation observing an accepted organization, development, form and mechanics of writing.

3.A. Acquire attitudes about writing which demonstrate their understanding of the necessity of writing for a variety of personal and social needs.

3.B. Write in response to their own initiative or at the requirement of someone else.

3.C. Demonstrate evidence of satisfaction from writing to the best of their ability.

In Mathematics, each student who has completed the elementary-secondary school mathematics program of the Caroline County School System should be able to:

1.A. Recall facts of arithmetic.

1.B. Recall units of measure.

1.C. Recognize and/or recall terms and definitions.

1.D. Recognize geometric figures.

1.E. Recognize mathematical symbols.

2.A. Demonstrate the ability to perform the operations of addition, subtraction, multiplication and division.

2.B. Demonstrate the ability to use graphs, charts, tables and measuring instruments.

2.C. Demonstrate the ability to perform algebraic manipulations.

2.D. Demonstrate the ability to make geometric constructions and perform geometric manipulations.

3.A. Demonstrate an understanding of the concepts associated with place value, number systems, sets, whole numbers, fractions, decimals, percent, ratio, proportion, and measurement.

3.B. Demonstrate an understanding of the process and properties of addition, subtraction, multiplication and division.

3.C. Demonstrate an understanding of the concepts associated with the use of graphs, charts, tables, and measuring instruments.

3.D. Demonstrate an understanding of algebraic and geometric concepts.

3.E. Demonstrate the ability to make the following types of translations:

Verbal to mathematical
Mathematical to verbal
Mathematical to mathematical
Mathematical to physical
Physical to mathematical
Verbal to verbal

4.A. Analyze and select the processes necessary to determine the solution of a problem.

4.B. Acquire the ability to follow a logical development of a solution to a problem.

4.C. Solve and test reasonableness of the result.

4.D. Test accuracy of a solution of the problem.

5.A. Recognize mathematical patterns and relationships.

5.B. Recognize the existence of a problem, state it formally, list the hypothesis and obtain its solution.

5.C. Transfer and use knowledge in new situation.

5.D. Plan for the future using mathematical reasoning to make decisions.

5.E. Demonstrate the ability to determine the sufficiency of conditions necessary for proof in problem solving.

6.A. Recognize the contribution that mathematics has made to the progress of civilization.

6.B. Participate in the learning of mathematics beyond that which is merely required.

6.C. Demonstrate satisfactions gained through practical use of mathematics he has learned.

D. Objective Setting Activities. Caroline County is a small area with a total of only nine schools, all of which are very much alike except for the age of pupils enrolled. In order to take advantage of the best talent available, it was decided that representatives from each school at each level--primary, intermediate, middle school and senior high school--be represented on each of the three subject area committees to prepare a sequence of objectives. These, then, would also be referred to the individual schools for reactions and edited for acceptance by the total county. It would be the prerogative of a school to choose the method by which its students would attempt to reach the agreed-upon objectives.

The Local School Objectives will be stated in so far as possible in terms of expected behaviors of children by the end of primary grades, intermediate grades, middle school and senior high school. They should reveal who must reach the objectives, what the desired behavior is, when the evaluation will be made and how the evaluation will be made.

Teacher committees will develop these objectives using many resources: presently accepted objectives; a catalog of suggested objectives by the State Department; curriculum guides and textbook teachers' manuals and creativity exhibited by the professionals chosen to develop these objectives.

E. Comments on the Accountability Assessment Program Results. The testing program in Caroline County during the 1973-74 school year was implemented with a minimum of difficulty according to the plan recommended by the State Accountability Team. The use of the Iowa Tests of Basic Skills and Cognitive Abilities Test leaves much to be desired, especially in the broad field of writing. The tests are norm-referenced rather than criterion-referenced. As several test companies are working to produce criterion-referenced tests, it is hoped that after the first significant three-year results are computed, this type of test will be used.

While it is a concern in Caroline County about how our test scores compare to State and national norms, we are especially interested in making the comparison through the use of statistical data that take into account pupil's intelligence as measured by a non-verbal test, and by socio-economic factors which statisticians state have significant influence on pupil achievement in school. These results indicate that Caroline County students in grades 3, 5, 7, and 9 achieved average scores in comparison to other Maryland students. Of all the areas tested, the lowest results were evident in the middle school Mathematics Total score and these were only five months below State norms. In Reading and Language Arts areas, there were several instances where schools scored more than three months higher than the Maryland norm.

While it may be of some satisfaction to score at or near the average, it is our goal to raise these scores if at all possible.

F. Program Modification Activities. In the curriculum area of mathematics, Caroline County has for the past six years been implementing a "modern math" program. Recently we have acknowledged some concerns as to its effectiveness. This program dealt more with the "why" of mathematical functions rather than with the "how" of computing what are normally considered skills in mathematics. We are at present considering a more individualized mathematics program using newly published materials which the publishers state are a move toward better skill-building.

In the field of language arts, our schools are more and more including phonics instruction as basis to word attack skills. New grouping procedures and departmentalization are part of an attempt to individualize reading instruction on the elementary level. Diagnostic prescriptive laboratories were recently installed in two Title I schools.

At the secondary level there is a specific program aimed at improving interest in reading for fun and information as well as developing greater skills. The secondary teachers are attempting to implement newly revised curriculum guides which place emphasis on reading, language usage and writing skills.

During the 1973-74 school year, junior high school mathematics teachers held meetings to discuss the advent of metrication and to evaluate math teaching and related materials. Here again, attempts are being made to individualize or to regroup children to teach them the basic skills.

It has been proposed that Caroline teachers consider a strong return to a cycle of teaching which was--pre-test, teach, test, reteach, retest. The "reteach" phase seems to have been omitted in many instances. Again individual needs will be a prime consideration.

As studies of individual test scores reveal strengths and weaknesses, modification of existing programs will necessarily follow.

With emphasis in the Accountability Act on three curriculum areas, teachers in other disciplines cannot help but concern themselves with what the next steps shall be. Many principals are requiring teachers to adopt an approach through developing "objectives." Individual supervisors are pushing for evidence of "aims," "objectives," "summaries," and "evaluations" of individual classroom lessons where appropriate. As the State moves ahead in Accountability demands, it should be easier for Caroline to comply with them.

G. Unmet Needs for Resources to Permit Improvement of Programs and Services. Caroline County ranks second from the bottom of Maryland counties in assessable wealth, yet it is one of the highest in the ratio of students to be educated to the total population. Its salary scale for professional personnel makes it difficult to attract outstanding teachers and administrators to its system. Nor does this status permit its employment of specialists in such areas as reading, elementary counseling, mathematics and administrative assistants to help implement programs to improve and enrich the basic curriculum subjects.

Materials in quantities large enough to reach all students and consultants to assist teachers in their use is an unmet need in Caroline County. Funds from Title I affect children in only two elementary schools. Other schools are so nearly alike that they have similar needs for additional adult aides and instructional materials.

So Caroline County provides this narrative to the first Accountability Report to the General Assembly. It is our hope that through projections of our goals and objectives and through improving our program toward mastery of these goals by large proportions of students, we will certainly be listed as a school system accountable to its students, parents and taxpayers.

CAROLINE COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,781	$7,430	33.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.8	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,296	$8,303	$14,692	8.6	14.4

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
15.1	18.7	94.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$845.96	$606.71	71.8	$19.76

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUBIL PERSONNEL SERVICES COST	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.3	$6.84	0.8

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*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CAROLINE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	415	91.08	5	96.7	15.23	3.23	1.16
	5	421	92.87	5	98.7	15.68	5.01	1.48
	7	467	90.15	2	94.7	15.73	6.46	1.76
	9	450	84.67	2	101.0	15.42	8.16	2.07
(2) READING COMPREHENSION	3	415	91.08	5	96.7	15.23	3.47	1.27
	5	421	92.87	5	98.7	15.68	5.15	1.46
	7	467	90.15	2	94.7	15.73	6.58	1.62
	9	450	84.67	2	101.0	15.42	8.24	1.81
(3) SPELLING	3	415	91.08	5	96.7	15.23	3.95	1.43
	5	421	92.87	5	98.7	15.68	5.46	1.76
	7	467	90.15	2	94.7	15.73	6.73	2.03
	9	450	84.67	2	101.0	15.42	8.20	2.27
(4) CAPITALIZATION	3	415	91.08	5	96.7	15.23	3.88	1.40
	5	421	92.87	5	98.7	15.68	5.38	1.55
	7	467	90.15	2	94.7	15.73	6.43	1.98
	9	450	84.67	2	101.0	15.42	8.41	2.25
(5) PUNCTUATION	3	415	91.08	5	96.7	15.23	3.91	1.47
	5	421	92.87	5	98.7	15.68	5.19	1.55
	7	467	90.15	2	94.7	15.73	6.37	1.95
	9	450	84.67	2	101.0	15.42	8.00	2.26

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CAROLINE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	415	91.08	5	96.7	15.23	3.47	1.35
	5	421	92.87	5	98.7	15.68	5.02	1.73
	7	467	90.15	2	94.7	15.73	6.36	1.98
	9	450	84.67	2	101.0	15.42	7.75	2.24
(7) LANGUAGE TOTAL	3	415	91.08	5	96.7	15.23	3.80	1.25
	5	421	92.87	5	98.7	15.68	5.26	1.46
	7	467	90.15	2	94.7	15.73	6.47	1.75
	9	450	84.67	2	101.0	15.42	8.09	2.00
(8) MATHEMATICAL CONCEPTS	3	415	91.08	5	96.7	15.23	3.28	.93
	5	421	92.87	5	98.7	15.68	5.23	1.32
	7	467	90.15	2	94.7	15.73	6.80	1.50
	9	450	84.67	2	101.0	15.42	8.15	1.83
(9) MATHEMATICAL PROBLEMS	3	415	91.08	5	96.7	15.23	3.48	1.17
	5	421	92.87	5	98.7	15.68	5.13	1.28
	7	467	90.15	2	94.7	15.73	6.63	1.55
	9	450	84.67	2	101.0	15.42	8.03	1.79
(10) MATHEMATICAL TOTAL	3	415	91.08	5	96.7	15.23	3.38	.99
	5	421	92.87	5	98.7	15.68	5.18	1.22
	7	467	90.15	2	94.7	15.73	6.72	1.41
	9	450	84.67	2	101.0	15.42	8.09	1.69

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEDIANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 98.28, 100.20, 101.17, AND 101.19; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEDIANS FOR THE SCHOOL MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.6, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA (SEE APPENDIX A). NATIONAL SD FOR GRADE EQUIVALENCE NOT AVAILABLE.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
DENTON	K-6	643	21.4	97.2	29.0	1.0	9.9	12.0	10.0	14.9	11.0	7901.0
FEDERALSBURG	K-6	677	21.1	92.5	41.0	1.0	6.8	18.0	3.1	31.4	10.4	6904.0
GREENSBORO	K-6	604	20.8	95.8	28.0	1.0	7.7	19.0	10.3	23.1	10.2	7416.0
PRESTON	K-6	493	19.7	96.3	24.0	1.0	11.9	13.0	16.0	19.0	10.5	7536.0
RIDGELY	K-6	320	18.8	97.0	16.0	1.0	11.6	7.0	5.9	20.7	10.1	7300.0
COL. RICHARDSON JR	7-8	389	14.5	94.9	23.8	3.0	7.9	20.0	11.2	25.6	10.5	7218.0
COL. RICHARDSON SR	9-12	678	19.4	91.5	33.0	2.0	9.3	22.5	22.9	26.7	10.4	7244.0
RIVERVIEW JR HIGH	7-9	790	20.3	94.0	37.0	2.0	8.6	9.3	10.3	17.4	10.5	7616.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(DENTON - RIVERVIEW JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

CAROLINE COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
DENTON	3	96.8	3.23	3.31	-.08	3.55	3.38	+.17	3.89	3.75	+.14	3.30	3.44	-.14
	5	97.6	4.73	4.86	-.13	5.02	4.99	+.03	5.20	5.17	+.03	5.07	5.22	-.15
FEDERALSBURG	3	96.2	3.08	3.24	-.16	3.41	3.32	+.09	3.74	3.70	+.04	3.38	3.39	-.01
	5	99.8	4.80	4.93	-.13	5.09	5.09	+.00	5.19	5.30	-.11	5.28	5.34	-.06
GREENSBORO	3	99.4	3.21	3.42	-.21	3.49	3.52	-.03	3.87	3.88	-.01	3.59	3.56	+.03
	5	99.7	5.14	4.92	+.22	5.01	5.07	-.06	5.16	5.31	-.15	5.04	5.35	-.31
PRESTON	3	95.6	3.39	3.22	+.17	3.58	3.29	+.29	3.83	3.67	+.16	3.30	3.37	-.07
	5	98.8	5.24	4.89	+.35	5.40	5.04	+.36	5.41	5.25	+.16	5.19	5.29	-.10
RIDGELY	3	95.7	3.39	3.21	+.18	3.27	3.28	-.01	3.64	3.66	-.02	3.36	3.37	-.01
	5	97.6	5.36	4.78	+.58	5.41	4.92	+.49	5.48	5.17	+.31	5.47	5.21	+.26
COL. RICHARDSON JR	7	95.5	6.65	6.27	+.38	6.72	6.38	+.34	6.78	6.49	+.29	6.91	6.70	+.21
COL. RICHARDSON SR	9	101.8	8.07	8.30	-.23	8.20	8.36	-.16	8.23	8.30	-.07	8.32	8.60	-.28
RIVERVIEW JR HIGH	7	94.1	6.33	6.14	+.19	6.47	6.26	+.21	6.25	6.39	-.14	6.58	6.58	+.00
	9	100.4	8.23	8.19	+.04	8.26	8.21	+.05	8.00	8.20	-.20	7.93	8.47	-.54

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(DENTON - RIVERVIEW JR)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

CAROLINE COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY AVERAGE GE	VOCABULARY MARYLAND NORM	VOCABULARY DIFFERENCE	READING COMPREHENSION AVERAGE GE	READING COMPREHENSION MARYLAND NORM	READING COMPREHENSION DIFFERENCE	LANGUAGE TOTAL AVERAGE GE	LANGUAGE TOTAL MARYLAND NORM	LANGUAGE TOTAL DIFFERENCE	MATHEMATICAL TOTAL AVERAGE GE	MATHEMATICAL TOTAL MARYLAND NORM	MATHEMATICAL TOTAL DIFFERENCE
DENTON	3	96.8	3.23	3.34	-.11	3.55	3.39	+.16	3.89	3.75	+.14	3.30	3.46	-.16
	5	97.6	4.73	4.96	-.23	5.02	5.04	-.02	5.20	5.24	-.04	5.07	5.28	-.21
FEDERALSBURG	3	96.2	3.08	3.30	-.22	3.41	3.35	+.06	3.74	3.71	+.03	3.38	3.42	-.04
	5	99.8	4.80	5.15	-.35	5.09	5.22	-.13	5.19	5.40	-.21	5.28	5.45	-.17
GREENSBORO	3	99.4	3.21	3.50	-.20	3.49	3.56	-.07	3.87	3.91	-.04	3.59	3.60	-.01
	5	99.7	5.14	5.14	+.00	5.01	5.21	-.20	5.16	5.40	-.24	5.04	5.44	-.40
PRESTON	3	95.6	3.39	3.26	+.13	3.58	3.31	+.27	3.83	3.68	+.15	3.30	3.39	-.09
	5	98.8	5.24	5.06	+.18	5.40	5.14	+.26	5.41	5.33	+.08	5.19	5.37	-.18
RIDGELY	3	95.7	3.39	3.27	+.12	3.27	3.31	-.04	3.64	3.68	-.04	3.36	3.40	-.04
	5	97.6	5.36	4.96	+.40	5.41	5.04	+.37	5.48	5.24	+.24	5.47	5.28	+.19
COL. RICHARDSON JR	7	95.5	6.65	6.32	+.33	6.72	6.41	+.31	6.78	6.56	+.22	6.91	6.73	+.18
COL. RICHARDSON SR	9	101.8	8.07	8.57	-.50	8.20	8.41	-.21	8.23	8.49	-.26	8.32	8.69	-.37
RIVERVIEW JR HIGH	7	94.1	6.33	6.17	+.16	6.47	6.27	+.20	6.25	6.43	-.18	6.58	6.60	-.02
	9	100.4	8.23	8.41	-.18	8.26	8.25	+.01	8.00	8.35	-.35	7.93	8.54	-.61

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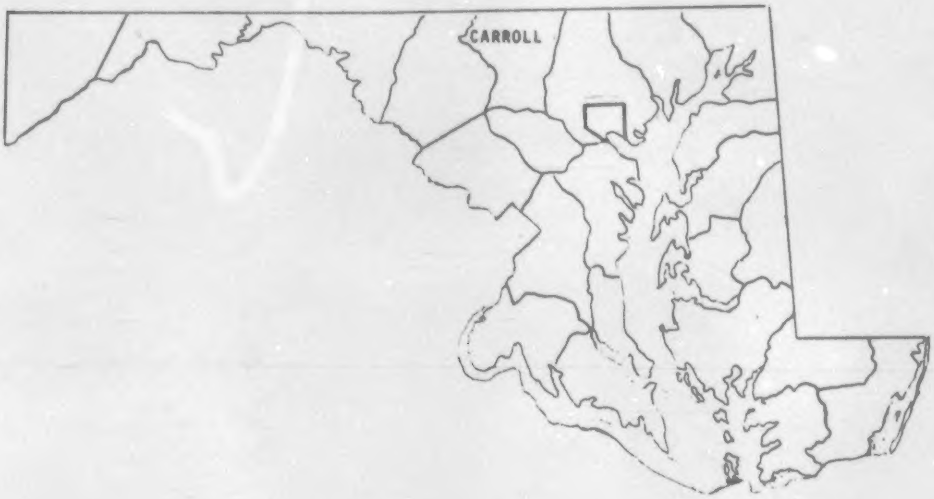
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.7 CARROLL COUNTY

School System Goals and Objectives



A. General. During the 1972-73 school year, three parallel activities were undertaken to insure that the Carroll County Public Schools would respond appropriately to the mandates of Senate Bill #166, which now appears in Section 28A, Article #77 of the annotated code of Maryland, commonly called "The Maryland Accountability Act."

- An Accountability Task Force representing teachers, administrators, students, and citizens was created to make certain they were informed of the processes taking place and to serve as an approval group for local activities required at system and school levels.
- The Carroll County Testing Committee was given the assignment to recommend a testing program which would be compatible with the State accountability plan.
- Program budgeting accounting procedures were established to enable the use of cost analysis techniques in making instructional decisions.

B. Goal Setting. The Superintendent of Schools has consistently required statements of curricula goals and has expected principals to develop and implement goals for themselves and for their schools. When the Maryland State Department of Education published goals for reading, writing and mathematics, committees under the direction of Supervisors of Language Arts, and Mathematics compiled and revised county goals. Every attempt was made to enable the professional effort of this school system to correspond with the goals for children established by the State.

The local system goals were submitted to the Accountability Task Force for approval and then presented to the Superintendent and Board of Education for ratification. The process of clarifying expectations into goals was emphasized in 1973-74.

C. Carroll County School System Goals. Based upon the State-wide Goals in Reading, Writing and Mathematics, adopted by the Maryland State Board of Education, Carroll County has developed the following Local System Goals:

In Reading, each student who has completed the elementary, middle and secondary reading program of this school system should:

1.A. Demonstrate adequate pre-reading skills.

1.B. Demonstrate an adequate sight vocabulary.

1.C. Demonstrate adequate word attack skills.

2.A. Demonstrate adequate language development.

2.B. Demonstrate his ability to use literal comprehension skills.

2.C. Demonstrate his ability to use interpretive comprehension skills.

2.D. Demonstrate his ability to use critical comprehension skills.

3.A. Select appropriate materials, activities and techniques.

3.B. Demonstrate self-direction by working independently.

4. Experience personal enjoyment and appreciation in his reading.

5.A. Demonstrate ability to function in society by following directions, locating references, gaining information, and completing and understanding forms.

5.B. Demonstrate personal satisfaction and development through selection of materials and use of leisure time.

In Writing, each student who has completed the elementary, middle and secondary writing program of this school system should:

1.A. Be able to record his thoughts and feelings for his own use, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

1.B. Be able to communicate his thoughts and feelings to others, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

2.A. Be able to write in social situations, observing accepted conventions of writing.

2.B. Be able to write in a business or vocational situation, observing accepted conventions of writing.

2.C. Be able to write in a scholastic situation, observing accepted conventions of writing.

3. Have a positive attitude towards writing, indicated by an interest in writing and a desire to write.

In Mathematics, each student who has completed the elementary, middle and secondary mathematics program of this school system should be able to:

1.A. Recall and recognize symbols, facts, and definitions used in arithmetic, introductory algebra, and elementary geometry.

1.B. Have a knowledge of facts, symbols, and terminology used in simple probability and statistics, and business mathematics.

2.A. Perform arithmetic computations.

2.B. Solve simple algebraic equations and inequalities.

2.C. To perform measurement activities.

3.A. Demonstrate the meaning of arithmetic operations.

3.B. Translate words into symbols and symbols into words.

3.C. Use a graph to represent data and to show the solution set of an open sentence.

4. Analyze a problem and determine the procedures to be used to reach desired outcome.

5.A. Apply mathematical knowledge to new situations, recognize patterns, draw conclusions from given data and use mathematical reasoning to make decisions.

5.B. Understand and produce basic deductive, inductive and indirect mathematical proofs.

6. Appreciate and recognize the importance and relevance of mathematics to the individual and to society.

D. School Objectives. By April 1, 1975, each school is expected to establish objectives based on the individual school's needs in keeping with local system goals. While many elementary and secondary schools have developed instructional expectations for students and teachers, a central office project was developed to catalog performance objectives in reading, writing, and mathematics. This work involved teachers, administrators, and designated supervisors during the summer of 1974. Schools received copies of these objectives and will be able to add to them or modify them as local needs require.

EXAMPLE: FORMAT OF OBJECTIVES IN MATHEMATICS

Each objective in this set includes the following three components, (1) A statement of the given conditions under which the student will perform, (2) A statement of the required student performance, and (3) An attempt at stating a criterion level of acceptable performance for each objective. Where feasible, a sample criterion item for each objective is included.

OBJECTIVE GEOMETRY 6, 98, 1, 1. (Label will be used for categorizing objectives and relating them to State and county goals.)

Given the terms right angle, obtuse angle, and acute angle, the student will draw representations of each. (4/5)

Sample criterion item -- draw a right angle, obtuse angle, and acute angle and label each.

The set of objectives at this time is an initial effort which is subject to continuous revision, additions and deletions. The objectives should provide teacher direction and guidance, not dictation and limitation.

E. Comments on the Results of the Assessment Program. The test scores are at or above the norm for Maryland. The tables summarizing the results of the State assessment program are valuable in studying relative progress of a grade or school. However, the quality of a school's effort cannot be inferred simply by its test scores. Therefore, the results obtained for the Carroll County Public Schools serve as base line data. If used appropriately, these scores should provide useful information to help persons gain another view of academic achievement.

The summary data do not present as valuable a tool as needed in appraising the work of individual students. To offset the above weakness, the use of an item analysis is necessary to help the professional staff focus on strengths and needs as determined by the testing instrument. This will help persons analyze how closely the test relates to a school's curricula.

Local analysis of test results shows that the performances of typical pupils, using pupil norms, are on a par with the State and Nation in all grades. When building and system averages are used, the county is at the lower end of the norm for systems and buildings at the 7th and 9th grades when compared with the Nation.

Building and system averages should be interpreted with great care. Only gross comparisons are possible. State summary data can be utilized to rank the results from highest to lowest. The county schools are on a par with other schools in the State of Maryland.

Here again, district, building and grade level use of the item analysis of the test results will help persons focus on a positive use of an assessment plan to improve instruction for the individual pupil. The county subscribes to the premise that if each student can be helped to improve his/her performance in school, the overall performance of the total school system will improve.

F. System/School Goals and Program Modifications. Comprehensive planning techniques relate to the management of a systemwide accountability program. With the help of the Maryland State Department of Education, a project to assist principals and supervisors improve their skills in planning and evaluation has been developed. A long-range plan covering all areas of instruction needs to be formed.

The county must use its resources in conducting a comprehensive educational program that will produce students who can not only function beyond the survival level but also whose self-concept is positive. We want a plan that will demonstrate growth and development in the 3 R's and beyond.

Presently, supervisory staff responsible for leadership in areas other than reading, writing and mathematics are developing more specific goals and objectives. For example, a project to develop skills performance check lists in each vocational education area was started during the Spring of 1974. Objectives for a ninth-grade social studies unit were developed this summer for use with criterion measures.

The Testing Committee is beginning to study the use of criterion measures as a means of accurately assessing performance expectations in all areas of the curriculum.

Public Information of Results. Keeping the public informed has been a paramount concern of the leadership team in the Carroll County Public Schools. The State, county and each school will obtain the maximum return from the investment in this assessment program as the results of testing are reported to all who need the information. A first effort has been to report test results to students and their parents. Procedures for reporting were recommended by the Testing Committee.

Second, there has been a need to explain the results of the testing program to the staff who have responsibility for instruction curriculum, administration and pupil services. Meetings have been held explaining test results. Analysis of these results were distributed to all principals and supervisors.

Third, ongoing planning, short and long-range, will better relate the achievement of instructional goals to financial accounting systems. This assists the Board of Education as it establishes a policy both in educational and budgetary matters.

Finally, the accountability program will keep principal interest groups such as PTA's, county government and the general public informed of progress in the area of accountability.

G. Unmet Needs. Much needs to be done in order to improve programs and services for students and teachers. Funds have to be obtained and expended to purchase materials and expertise to improve areas of demonstrated needs. More materials are needed to facilitate the administration of the county testing program. More resources are needed to analyze test results better. Each pupil should be assigned a unique pupil number so that a procedure to obtain growth scores can be developed. Money, time and staff will be necessary to select, purchase and develop locally a system of performance expectations and criterion measures. Procedures need to be developed to measure the degree to which performance expectations and criterion measures have been realized.

Long-range educational planning must evolve from an effort which will require a comprehensive management approach. Budgeting for the instructional program is a continuous process. Allocations of funds will depend on how clearly goals are identified.

The State Accountability Assessment Program helps the county view itself in comparison with other counties in Maryland. Hopefully the information will generate support from the public as we continue to educate our students.

CARROLL COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
69,006	$10,204	19.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	10.7

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
18,442	$9,978	$17,613	8.5	20.3

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
12.6	19.0	94.9

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$926.45	$684.70	74.1	$28.47

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.1	$6.20	0.7

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*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1440	98.40	16	103.8	15.94	3.85	1.08
	5	1486	98.25	10	104.6	15.22	5.51	1.53
	7	1481	97.10	7	102.8	14.15	7.24	1.80
	9	1468	87.26	4	107.1	14.96	8.86	1.86
(2) READING COMPREHENSION	3	1440	98.40	16	103.8	15.94	3.86	1.23
	5	1486	98.25	10	104.6	15.22	5.67	1.47
	7	1481	97.10	7	102.8	14.15	7.37	1.61
	9	1468	87.26	4	107.1	14.96	9.03	1.77
(3) SPELLING	3	1440	98.40	16	103.8	15.94	4.49	1.35
	5	1486	98.25	10	104.6	15.22	5.92	1.76
	7	1481	97.10	7	102.8	14.15	7.39	1.98
	9	1468	87.26	4	107.1	14.96	8.80	2.15
(4) CAPITALIZATION	3	1440	98.40	16	103.8	15.94	4.29	1.29
	5	1486	98.25	10	104.6	15.22	5.94	1.67
	7	1481	97.10	7	102.8	14.15	7.10	1.96
	9	1468	87.26	4	107.1	14.96	9.16	2.20
(5) PUNCTUATION	3	1440	98.40	16	103.8	15.94	4.33	1.46
	5	1486	98.25	10	104.6	15.22	5.82	1.70
	7	1481	97.10	7	102.8	14.15	7.17	1.95
	9	1468	87.26	4	107.1	14.96	8.48	2.20

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1440	98.40	16	103.8	15.94	3.95	1.38
	5	1486	98.25	10	104.6	15.22	5.62	1.73
	7	1481	97.10	7	102.8	14.15	7.23	1.99
	9	1468	87.26	4	107.1	14.96	8.52	2.27
(7) LANGUAGE TOTAL	3	1440	98.40	16	103.8	15.94	4.26	1.21
	5	1486	98.25	10	104.6	15.22	5.82	1.52
	7	1481	97.10	7	102.8	14.15	7.22	1.72
	9	1468	87.26	4	107.1	14.96	8.73	1.95
(8) MATHEMATICAL CONCEPTS	3	1440	98.40	16	103.8	15.94	3.88	.93
	5	1486	98.25	10	104.6	15.22	6.03	1.43
	7	1481	97.10	7	102.8	14.15	7.81	1.62
	9	1468	87.26	4	107.1	14.96	9.45	1.74
(9) MATHEMATICAL PROBLEMS	3	1440	98.40	16	103.8	15.94	3.78	1.09
	5	1486	98.25	10	104.6	15.22	5.63	1.36
	7	1481	97.10	7	102.8	14.15	7.39	1.61
	9	1468	87.26	4	107.1	14.96	9.22	1.68
(10) MATHEMATICAL TOTAL	3	1440	98.40	16	103.8	15.94	3.84	.95
	5	1486	98.25	10	104.6	15.22	5.83	1.33
	7	1481	97.10	7	102.8	14.15	7.60	1.52
	9	1468	87.26	4	107.1	14.96	9.33	1.61

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CHARLES CARROLL	K-4	271	20.1	95.4	12.5	1.0	5.8	9.0	14.8	4.9	10.2	
EAST END PRIMARY	K-4	272	17.5	96.0	15.0	0.5	15.1	40.0	19.3	7.0	11.1	9495.0
ELDERSBURG	K-5	777	21.6	95.6	34.0	2.0	7.5	12.6	8.3	4.4	10.4	11397.0
ELMER A WOLFE	K-4	436	19.4	96.7	21.5	1.0	9.4	31.0	4.4	11.1	10.1	8939.0
FREEDOM DISTRICT	K-5	733	20.9	96.3	34.0	1.0	7.5	21.8	2.9	2.1	11.6	11238.0
HAMPSTEAD	K-6	778	23.9	96.6	30.5	2.0	6.6	18.0	6.1	7.8	10.8	10271.0
MANCHESTER	K-6	901	23.4	96.6	36.5	2.0	10.3	10.1	9.1	8.7	10.2	10058.0
MECHANICSVILLE	K-4	419	25.2	95.6	15.6	1.0	8.3	24.0	24.1	5.1	10.9	10302.0
MOUNT AIRY ELEM	K-5	633	20.7	96.0	29.6	1.0	9.8	8.0	3.3	9.4	11.0	10571.0
ROBERT MOTON PRIM	K-4	302	18.2	96.1	15.6	1.0	8.6	9.5	9.0	3.8	11.5	11458.0
SANDYMOUNT	K-4	407	24.7	96.7	15.5	1.0	12.5	20.0	0.0	8.7	10.9	10373.0
TANEYTOWN	K-4	521	23.1	96.1	21.5	1.0	11.5	29.0	8.9	8.7	9.8	9167.0
UNIONTOWN	K-4	149	19.9	95.4	6.5	1.0	5.5	39.0	6.7	9.8	10.3	9803.0
WEST END PRIMARY	K-4	117	18.0	95.0	6.0	0.5	7.6	40.0	7.7	6.8	11.0	9318.0
WILLIAM WINCHESTER	K-4	687	23.3	96.4	27.5	2.0	6.7	24.5	3.4	6.5	11.0	10482.0
WINFIELD	K-5	443	21.7	96.3	19.4	1.0	8.2	6.0	10.8	6.9	11.1	11035.0
EAST MIDDLE	5-8	1012	19.1	96.0	50.0	3.0	8.5	12.5	17.0	5.2	11.0	10373.0
MOUNT AIRY MIDDLE	6-8	552	19.4	95.7	27.0	1.5	7.3	20.3	15.8	7.6	11.0	10739.0
NEW WINDSOR	5-8	539	19.3	96.2	26.0	2.0	9.8	14.5	17.9	9.7	10.2	9153.0
SYKESVILLE	6-8	830	19.3	95.4	41.0	2.0	6.9	10.5	11.6	3.3	10.8	11297.0
TANEYTOWN MIDDLE	5-8	489	18.1	95.1	25.0	2.0	6.3	29.5	14.8	8.9	9.8	9170.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

CARROLL COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CHARLES CARROLL	3	98.0	3.62	3.36	+.26	3.69	3.43	+.26	4.13	3.79	+.34	3.49	3.51	-.02
EAST END PRIMARY	3	93.9	3.22	3.16	+.06	3.20	3.20	+.00	3.53	3.58	-.05	3.21	3.30	-.09
ELDERSBURG	3 5	102.8 100.7	3.77 5.17	3.66 5.15	+.11 +.02	3.74 5.30	3.73 5.22	+.01 +.08	4.20 5.34	4.08 5.49	+.12 -.15	3.67 5.36	3.76 5.52	-.09 [illegible]
ELMER A WOLFE	3	100.6	3.97	3.50	+.47	3.82	3.59	+.23	4.35	3.95	+.40	4.03	3.63	[illegible]
FREEDOM DISTRICT	3 5	107.1 109.8	4.26 6.05	3.94 5.81	+.32 +.24	4.05 6.02	4.04 5.90	+.01 +.12	4.45 6.40	4.37 6.08	+.08 +.32	4.00 6.24	3.99 6.10	+.01 +.14
HAMPSTEAD	3 5	104.8 104.6	3.91 5.51	3.77 5.39	+.14 +.12	3.97 5.59	3.87 5.49	+.10 +.10	4.41 5.85	4.22 5.72	+.19 +.13	3.87 5.82	3.86 5.74	+.01 +.08
MANCHESTER	3 5	105.9 101.6	3.75 5.42	3.81 5.15	-.06 +.27	3.90 5.73	3.92 5.24	-.02 +.49	4.24 5.61	4.26 5.52	-.02 +.09	3.78 5.88	3.91 5.54	-.13 +.34
MECHANICSVILLE	3	102.5	4.01	3.65	+.36	3.86	3.73	+.13	4.28	4.08	+.20	3.86	3.74	+.12
MOUNT AIRY ELEM	3 5	105.5 107.3	3.72 5.57	3.82 5.59	-.10 -.02	3.71 5.73	3.92 5.69	-.21 +.04	4.14 5.82	4.26 5.90	-.12 -.08	3.86 5.72	3.90 5.93	-.04 -.21
ROBERT MOTON PRIM	3	108.7	4.41	4.03	+.38	4.64	4.14	+.50	4.88	4.47	+.41	4.33	4.07	+.26
SANDYMOUNT	3	106.9	4.02	3.90	+.12	4.09	4.01	+.08	4.80	4.34	+.46	4.24	3.97	+.27
TANEYTOWN	3	102.1	3.53	3.57	-.04	3.70	3.67	+.03	3.93	4.03	-.10	3.66	3.70	-.04
UNIONTOWN	3	104.7	3.81	3.75	+.06	4.12	3.85	+.27	4.63	4.20	+.43	3.99	3.85	+.14
WEST END PRIMARY	3	104.8	3.75	3.78	-.03	3.70	3.88	-.18	3.75	4.23	-.48	3.95	3.85	+.10
WILLIAM WINCHESTER	3	105.2	3.93	3.80	+.13	3.93	3.90	+.03	4.34	4.24	+.10	3.83	3.88	-.05
WINFIELD	3 5	101.8 104.3	3.62 5.57	3.62 5.42	+.00 +.15	3.67 5.45	3.70 5.50	-.03 -.05	3.99 5.49	4.04 5.71	-.05 -.22	3.75 5.78	3.72 5.74	+.03 +.04
EAST MIDDLE	5 7	103.6 101.3	5.44 7.23	5.34 6.95	+.10 +.28	5.52 7.39	5.43 7.00	+.09 +.39	5.55 7.09	5.65 7.07	-.10 +.02	5.80 7.47	5.68 7.31	+.12 +.16
MOUNT AIRY MIDDLE	7	100.7	7.19	6.90	+.29	7.29	6.94	+.35	7.12	7.03	+.09	7.61	7.26	+.35
NEW WINDSOR	5 7	102.2 104.4	5.14 6.99	5.15 7.27	-.01 -.28	5.35 7.08	5.27 7.31	+.08 -.23	5.58 7.27	5.53 7.33	+.05 -.06	5.50 7.29	5.56 7.66	-.06 -.37
SYKESVILLE	7	103.1	7.38	7.18	+.20	7.28	7.20	+.08	7.12	7.27	-.15	7.48	7.55	-.07
TANEYTOWN MIDDLE	5 7	104.7 102.9	5.28 6.60	5.29 7.13	-.01 -.53	5.62 7.09	5.41 7.18	+.21 -.09	5.76 6.71	5.71 7.23	+.05 -.52	5.80 7.30	5.73 7.57	+.07 -.27

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

CARROLL COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CHARLES CARROLL	3	98.0	3.62	3.41	+.21	3.69	3.47	+.22	4.13	3.83	+.30	3.49	3.52	-.03
EAST END PRIMARY	3	93.9	3.22	3.15	+.07	3.20	3.20	+.00	3.53	3.57	-.04	3.21	3.30	-.09
ELDERSBURG	3 5	102.8 100.7	3.77 5.17	3.72 5.23	+.05 -.06	3.74 5.30	3.79 5.29	-.05 +.01	4.20 5.34	4.12 5.47	+.08 -.13	3.67 5.36	3.79 5.51	-.12 -.15
ELMER A WOLFE	3	100.6	3.97	3.58	+.39	3.82	3.64	+.18	4.35	3.99	+.36	4.03	3.67	+.36
FREEDOM DISTRICT	3 5	107.1 109.8	4.26 6.05	4.00 6.01	+.26 +.04	4.05 6.02	4.07 6.03	-.02 -.01	4.45 6.40	4.39 6.16	+.06 +.24	4.00 6.24	4.02 6.19	-.02 +.05
HAMPSTEAD	3 5	104.8 104.6	3.91 5.51	3.85 5.56	+.06 -.05	3.97 5.59	3.92 5.61	+.05 -.02	4.41 5.85	4.25 5.77	+.16 +.08	3.87 5.82	3.90 5.80	-.03 +.02
MANCHESTER	3 5	105.9 101.6	3.75 5.42	3.92 5.30	-.17 +.12	3.90 5.73	3.99 5.37	-.09 +.36	4.24 5.61	4.32 5.54	-.08 +.07	3.78 5.88	3.96 5.58	-.18 +.30
MECHANICSVILLE	3	102.5	4.01	3.70	+.31	3.86	3.77	+.09	4.28	4.11	+.17	3.86	3.77	+.09
MOUNT AIRY ELEM	3 5	105.5 107.3	3.72 5.57	3.90 5.79	-.18 -.22	3.71 5.73	3.97 5.83	-.26 -.10	4.14 5.82	4.29 5.97	-.15 -.15	3.86 5.72	3.93 6.00	-.07 -.28
ROBERT MOTON ELEM	3	108.7	4.41	4.10	+.31	4.64	4.18	+.46	4.88	4.49	+.39	4.33	4.11	+.22
SANDYMOUNT	3	106.9	4.02	3.99	+.03	4.09	4.06	+.03	4.80	4.38	+.42	4.24	4.01	+.23
TANEYTOWN	3	102.1	3.53	3.68	-.15	3.70	3.74	-.04	3.93	4.08	-.15	3.66	3.75	-.09
UNIONTOWN	3	104.7	3.81	3.84	-.03	4.12	3.91	+.21	4.63	4.24	+.39	3.99	3.89	+.10
WEST END PRIMARY	3	104.8	3.75	3.85	-.10	3.70	3.92	-.22	3.75	4.25	-.50	3.95	3.90	+.05
WILLIAM WINCHESTER	3	105.2	3.93	3.88	+.05	3.93	3.95	-.02	4.34	4.27	+.07	3.83	3.92	-.09
WINFIELD	3 5	101.8 104.3	3.62 5.57	3.66 5.54	-.04 +.03	3.67 5.45	3.72 5.58	-.05 -.13	3.99 5.49	4.06 5.75	-.07 -.26	3.75 5.78	3.73 5.78	+.02 +.00
EAST MIDDLE	5 7	103.6 101.3	5.44 7.23	5.48 6.96	-.04 +.27	5.52 7.39	5.53 6.99	-.01 +.40	5.55 7.09	5.69 7.07	-.14 +.02	5.80 7.47	5.73 7.27	+.07 +.20
MOUNT AIRY MIDDLE	7	100.7	7.19	6.89	+.30	7.29	6.93	+.36	7.12	7.02	+.10	7.61	7.21	+.40
NEW WINDSOR	5 7	102.2 104.4	5.14 6.99	5.36 7.30	-.22 -.31	5.35 7.08	5.42 7.30	-.07 -.22	5.58 7.27	5.59 7.34	-.01 -.07	5.50 7.29	5.62 7.56	-.12 -.27
SYKESVILLE	7	103.1	7.38	7.16	+.22	7.28	7.17	+.11	7.12	7.23	-.11	7.48	7.44	+.04
TANEYTOWN MIDDLE	5 7	104.7 102.9	5.28 6.60	5.57 7.13	-.29 -.53	5.62 7.09	5.62 7.15	+.00 -.06	5.76 6.71	5.78 7.21	-.02 -.50	5.80 7.30	5.81 7.42	-.01 -.12

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WESTMINSTER WEST	5-8	1157	19.6	95.5	56.0	3.0	12.5	22.3	22.0	7.0	10.9	10096.0
FRANCIS SCOTT KEY SR	9-12	960	19.4	93.0	46.5	3.0	8.7	15.3	20.2	10.3	10.0	9165.0
NORTH CARROLL SR JR	7-12	1257	19.6	94.2	61.0	3.0	8.2	17.4	23.4	9.3	10.5	10151.0
SOUTH CARROLL SR	9-12	1583	20.3	92.2	75.0	3.0	7.0	19.0	24.3	5.7	10.9	11075.0
WESTMINSTER HIGH	9-12	2109	20.9	92.9	96.0	5.0	8.9	18.6	30.7	6.6	10.9	10223.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

CARROLL COUNTY
SCHOOL SYSTEM

			SKILL AREAS													
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL				
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE		
WESTMINSTER WEST	5	106.0	5.78	5.48	+.30	6.00	5.58	+.42	6.34	5.80	+.54	6.09	5.83	+.26		
	7	104.5	7.49	7.28	+.21	7.68	7.31	+.37	7.75	7.33	+.42	[illegible]	7.62	+.38		
FRANCIS SCOTT KEY SR	9	103.9	8.29	8.59	-.30	8.62	8.69	-.07	8.24	8.61	-.37	8.96	8.93	+.03		
NORTH CARROLL SR JR	7	102.7	7.26	7.12	+.14	7.39	7.15	+.24	7.13	7.21	-.08	7.70	7.50	+.20		
	9	102.9	8.62	8.56	+.06	8.84	8.57	+.27	8.33	8.56	-.23	9.16	8.83	+.33		
SOUTH CARROLL SR	9	108.9	8.91	9.19	-.28	8.98	9.26	-.28	8.78	9.11	-.33	9.26	9.46	-.20		
WESTMINSTER HIGH	9	108.9	9.17	9.14	+.03	9.34	9.24	+.10	9.08	9.06	+.02	9.63	9.42	+.21		

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

CARROLL COUNTY
SCHOOL SYSTEM

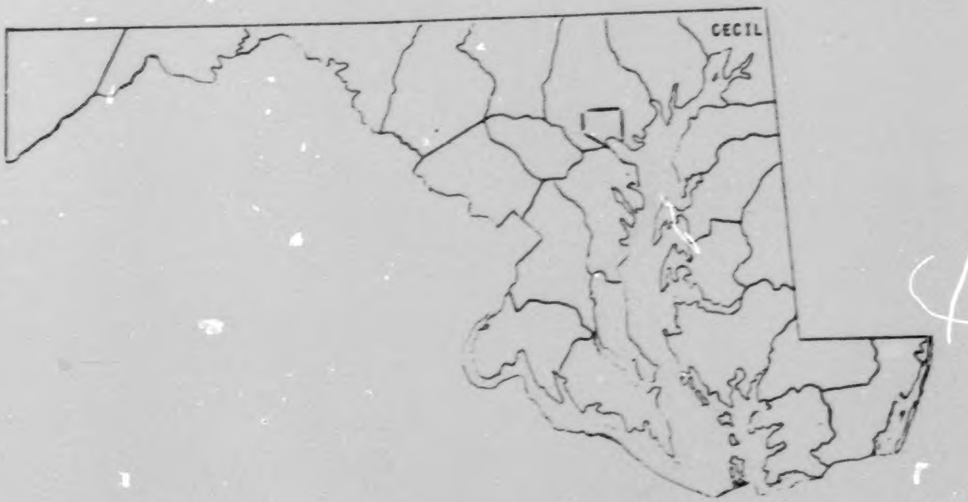
TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WESTMINSTER WEST	5	106.0	5.78	5.68	+.10	6.00	5.72	+.28	6.34	5.87	+.47	6.09	5.91	+.18
	7	104.5	7.49	7.31	+.18	7.68	7.31	+.37	7.75	7.35	+.40	8.00	7.57	+.43
FRANCIS SCOTT KEY SR	9	103.9	8.29	8.81	-.52	8.62	8.66	-.04	8.24	8.70	-.46	8.96	8.92	+.04
NORTH CARROLL SR JR	7	102.7	7.26	7.11	+.15	7.39	7.13	+.26	7.13	7.19	-.06	7.70	7.40	+.30
	9	102.9	8.62	8.70	-.08	8.84	8.54	+.30	8.33	8.60	-.27	9.16	8.81	+.35
SOUTH CARROLL SR	9	108.9	8.91	9.38	-.47	8.98	9.25	-.27	8.78	9.19	-.41	9.26	9.46	-.20
WESTMINSTER HIGH	9	104.9	9.17	9.38	-.21	9.34	9.25	+.09	9.08	9.19	-.11	9.63	9.46	+.17

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.8 CECIL COUNTY

School System Goals and Objectives



A. Goal Setting Activities. The Maryland Accountability Law gives legal mandate to the moral commitment that the Cecil County Public School System has always felt for the academic achievement of its youth. In response to this law, the Maryland State Board of Education has approved broad, general goals in Reading, Writing and Mathematics. The Cecil County Public School System used these State goals as a frame of reference within which to establish local system goals.

B. Cecil County Public School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Cecil County has developed the following Local System Goals:

In Reading, each Cecil County student who has achieved the objectives for Reading established by the local school should:

1.A. Identify his own purposes for reading.

1.B. Select reading materials to meet his own personal and academic needs.

200

1.C. Have knowledge of a broad spectrum of reading materials, both print and nonprint.

2.A. Identify and employ five strategies for word recognition; picture, phonic, structural, context and authority clues.

2.B. Recognize instantaneously a number of words appropriate to his age level and simultaneously identify appropriate meanings for this sight vocabulary.

2.C. Assume responsibility for increasing his vocabulary knowledge.

3.A. Determine the literal meaning of reading materials.

3.B. Pose appropriate questions and find answers to these questions in the reading materials.

3.C. Recognize patterns of thought in reading materials and think critically and creatively about the intent of the communication.

4.A. Follow directions.

4.B. Locate references.

4.C. Gain information.

4.D. Understand forms.

4.E. Attain personal development.

5.A. Read for his personal information and enjoyment.

5.B. Be interested in continued development of the reading habit.

In Writing, each Cecil County student who has achieved the objectives for Writing established by the local school should:

1.A. Use the writing process to record his thoughts and feelings for his own use, using accepted conventions of writing: penmanship, spelling, punctuation, capitalization, usage and sentence structure.

1.B. Use the writing process to communicate his thoughts and feelings to others, using accepted conventions of writing: penmanship, spelling, punctuation, capitalization, usage and sentence structure.

2.A. Demonstrate his ability to perform writing tasks required in social situations, using appropriate mechanics, organization, development and form.

2.B. Demonstrate his ability to perform writing tasks required in business and vocational situations, using appropriate mechanics, organization, development and form.

2.C. Demonstrate his ability to perform writing tasks required in scholastic situations, using appropriate mechanics, organization, development and form.

3.A. Recognize the importance of writing to meet a variety of personal and social needs.

3.B. Use the writing process to fulfill personal and social needs.

3.C. Derive satisfaction from his writing.

In Mathematics, each Cecil County student who has achieved the objectives for Mathematics established by the local school should:

1.A. Demonstrate the ability to recall mathematical definitions.

1.B. Demonstrate the ability to identify mathematical symbols.

1.C. Demonstrate the ability to recall mathematical facts.

2.A. Demonstrate the ability to perform the operations of addition, subtraction, multiplication, and division with respect to the rational numbers.

2.B. Demonstrate the ability to use graphs, charts, tables and measuring instruments.

2.C. Demonstrate the ability to perform algebraic manipulations.

2.D. Demonstrate the ability to make geometric constructions and perform geometric manipulations.

3.A. Demonstrate an understanding of the concepts associated with place values, number systems, sets, whole numbers, fractions, decimals, percent, ratio, proportion, and measurement.

3.B. Demonstrate an understanding of the process and properties of addition, subtraction, multiplication, and division with respect to the rational numbers.

3.C. Demonstrate an understanding of the concepts associated with the use of graphs, charts, tables, and measuring instruments.

3.D. Demonstrate an understanding of algebraic and geometric concepts.

3.E. Demonstrate the ability to make the following types of translations:

verbal to mathematical
mathematical to verbal
mathematical to mathematical
mathematical to physical
physical to mathematical
verbal to verbal

4. Demonstrate the ability to select the facts, skills, and procedures needed to solve a particular problem and to apply these in actual solution of the particular problem.

5. Demonstrate the ability to use mathematical reasoning and processes to solve problems relating to personal, consumer and societal needs.

6.A. Recognize the contributions that mathematics makes to society.

6.B. Recognize the applications of mathematics to his day-to-day experiences.

6.C. Demonstrate an appreciation of mathematics by participating in the study of mathematics beyond that which is required.

C. Objective Setting Activities. Following approval of the local system goals by the Cecil County Board of Education and the State Department of Education, three committees composed of teachers, principals and supervisors met for eight days during June-July, 1974, to develop proposed school objectives in Reading, Writing and Mathematics which constitute a standard level of expectancy for the typical student in grades K - 12. These professional personnel from the primary, intermediate, middle and high school grades worked as a team to achieve a sequential development of the objectives.

The proposed objectives were written as minimal, terminal objectives to be met at the completion of grades two, five, eight and twelve. They are intended to be met by the typical Cecil County student; the above average student will be expected to surpass the objectives; the below average student may not meet the objectives at the terminal points listed. These proposed objectives give expectancies at each level which must be reinforced and extended at each successive level. Using the proposed objectives as a model, the schools are presently working to develop individual school objectives. The schools may adopt the proposed objectives verbatim or they may modify them to meet specific needs of their pupils. This work of the total staff in all schools at all grade levels K - 12 will improve the existing curriculum objectives.

A sample objective from each of the goal areas is listed below for grades five and eight:

READING GOAL 3A. Determine the literal meaning of reading materials.

Proposed Objective for Grade 5 -

3AI1.Given a reading selection on his instructional level, the student who has completed the fifth grade will be able to answer questions in reference to sequence of event, specific details and main ideas.

Proposed Objective for Grade 8 -

3AM6.Given a selection on his instructional level, the student who has completed the eighth grade will write a list of details or main ideas relating to the selection.

WRITING GOAL 1B. Use the writing process to communicate his thoughts and feelings to others, using accepted conventions of writing: penmanship, spelling, punctuation, capitalization, usage and sentence structure.

Proposed Objective for Grade 5 -

1BI30.Upon request of the teacher, the student who has completed the fifth grade will write a declarative, interrogative, imperative and exclamatory sentence.

Proposed Objective for Grade 8 -

1BM45. Given a topic to discuss, the student who has completed the eighth grade will write using a variety of sentence constructions (simple sentences, sentences with compound subjects, sentences with compound predicates, sentences with both compound subjects and compound predicates, and compound sentences).

MATHEMATICAL GOAL 2A. Demonstrate the ability to perform the operations of addition, subtraction, multiplication and division with respect to the rational numbers.

Proposed Objective for Grade 5 -

2AI5. Given twenty problems involving the division with or without a remainder of a one-digit divisor and a four-digit dividend, the student who has completed the fifth grade will be able to divide with eighty percent proficiency in thirty minutes on a teacher-selected test. e.g.

$$9\overline{)\,2057}$$

Proposed Objective for Grade 8 -

2AM4. Given a division problem with a two-digit divisor, the student who has completed the eighth grade will find the quotient.

D. Comments on the Accountability Assessment Program Results. The Assessment Component of the Accountability Program administered last year in grades 3, 5, 7 and 9 gave Cecil County statistical data about the achievement of these students in the goal areas of Reading, Writing, and Mathematics. This was the first year that the 1971 edition of the Iowa Tests of Basic Skills was used in Cecil County. This was also the first year that County scores have been compared to other schools in Maryland which have similar characteristics of student ability level and family socio-economic level. Any comparison of test data with previous data is therefore invalid. The test instrument is actually assessing where the County was before the school objectives and County goals were written. The results of future tests will indicate the effectiveness of these efforts in the goal areas of Reading, Writing and Mathematics.

About 90% of our schools lie within the limits defined as average when compared with the State of Maryland in all goal areas. The test results generally show that our mathematics and reading comprehension programs are adequate for most of our students. Five schools have received asterisks, indicating above average or below average achievement. Three of these schools show outstanding achievement in mathematics and/or reading comprehension. The points of greatest need appear to be in the areas of language and vocabulary. Two schools, one in the area of language and one in the area of vocabulary, show exceptionally low achievement. The professional staff is presently working to ascertain reasons for the levels of achievement obtained in each school. Consideration will be given in our study to the part that program effectiveness has played in this level of achievement. Other possible causal factors such as stability of community, characteristics of the home and family, stability of staff, record of attendance and continuity of enrollment in the same school will also be considered. If this study enables us to identify differences in the effectiveness of certain programs, these characteristics will then be duplicated in other schools.

Although only one of our schools scored sufficiently low in language to be identified as below the average limits when compared with the State, all schools showed a need for improvement in this area. Although the language area of the Iowa Tests of Basic Skills does not adequately measure our Writing goals and proposed objectives, it does measure important skills such as spelling, punctuation, capitalization and usage. Some steps have already been taken to modify apparent deficits in these skills. Additional instructional time has been allotted to instruction in English in the elementary schools. Groups of secondary school teachers are meeting each week to develop teaching strategies and techniques for teaching English skills. Greater emphasis is being placed on this goal area K - 12.

E. Program Modification Activities. Steps have also been taken to improve other goal area programs. Additional instructional time has been added to the Mathematics program in the elementary school. Materials for lower achieving mathematics students and materials to develop mathematic thinking skills have been added to the middle school program. A Reading Inservice Course of fifteen sessions has been offered to all teachers in the County; 215 County teachers have received credit for this course. An early dismissal of elementary schools each Wednesday has given additional planning time for elementary teachers for inservice work. Another major step that has modified the County program is the institution of kindergarten. None of the students tested in Cecil County was exposed to a County kindergarten program. These students, however, are being compared with fifth graders, seventy-five percent of whom, and third graders, ninety-two percent of whom, were exposed to kindergarten.

Resources are always an important factor in the quality and/or the improvement of programs. Over the last four years the current expenditure per pupil in Cecil County has been in the lowest twenty-five percent in the State. Last year Cecil County had a smaller number of professional people per thousand children than any other system in the State of Maryland. Moreover, Cecil County is expending proportionally less each year as its share of the total expenditure per pupil for education costs. These facts emphasize a strategic facet of the accountability process--that of the joint responsibility between professionals and public for the education of youth. Cecil County professionals have set goals and objectives for county students, the test instruments have assessed the strengths and weaknesses of the schools in the goal areas, the educational programs are being analyzed to ascertain characteristics of outstanding schools,and modifications within our current budget limitations are being made. Future modifications may need additional funding. In the last analysis the professional staff of Cecil County solicits the support, both moral and financial, of the lay public in understanding accountability and its goal to produce adequate education for Maryland children.

CECIL COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
53,291	$9,042	26.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.6	11.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,513	$10,068	$17,188	8.1	12.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
18.3	21.4	93.5

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$818.51	$602.85	73.7	$21.72

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$6.30	0.8

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1071	96.73	16	98.0	15.29	3.33	1.10
	5	1115	96.68	16	100.4	15.03	5.04	1.54
	7	1126	91.12	6	101.1	14.45	6.79	1.74
	9	1006	80.12	5	101.2	15.11	8.38	2.01
(2) READING COMPRE-HENSION	3	1071	96.73	16	98.0	15.29	3.47	1.18
	5	1115	96.68	16	100.4	15.03	5.20	1.47
	7	1126	91.12	6	101.1	14.45	6.96	1.62
	9	1006	80.12	5	101.2	15.11	8.41	1.81
(3) SPELLING	3	1071	96.73	16	98.0	15.29	3.83	1.38
	5	1115	96.68	16	100.4	15.03	5.34	1.83
	7	1126	91.12	6	101.1	14.45	6.81	2.13
	9	1006	80.12	5	101.2	15.11	8.36	2.27
(4) CAPITAL-IZATION	3	1071	96.73	16	98.0	15.29	3.67	1.25
	5	1115	96.68	16	100.4	15.03	5.35	1.60
	7	1126	91.12	6	101.1	14.45	6.69	1.89
	9	1006	80.12	5	101.2	15.11	8.26	2.10
(5) PUNCTUATION	3	1071	96.73	16	98.0	15.29	3.70	1.31
	5	1115	96.68	16	100.4	15.03	5.34	1.61
	7	1126	91.12	6	101.1	14.45	6.64	1.94
	9	1006	80.12	5	101.2	15.11	8.06	2.19

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CECIL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1071	96.73	16	98.0	15.29	3.40	1.30
	5	1115	96.68	16	100.4	15.03	4.98	1.66
	7	1126	91.12	6	101.1	14.45	6.58	1.94
	9	1006	80.12	5	101.2	15.11	7.92	2.21
(7) LANGUAGE TOTAL	3	1071	96.73	16	98.0	15.29	3.65	1.14
	5	1115	96.68	16	100.4	15.03	5.25	1.48
	7	1126	91.12	6	101.1	14.45	6.68	1.71
	9	1006	80.12	5	101.2	15.11	8.15	1.91
(8) MATHEMATICAL CONCEPTS	3	1071	96.73	16	98.0	15.29	3.57	1.02
	5	1115	96.68	16	100.4	15.03	5.72	1.49
	7	1126	91.12	6	101.1	14.45	7.36	1.61
	9	1006	80.12	5	101.2	15.11	8.69	1.81
(9) MATHEMATICAL PROBLEMS	3	1071	96.73	16	98.0	15.29	3.50	1.07
	5	1115	96.68	16	100.4	15.03	5.43	1.31
	7	1126	91.12	6	101.1	14.45	7.18	1.63
	9	1006	80.12	5	101.2	15.11	8.49	1.74
(10) MATHEMATICAL TOTAL	3	1071	96.73	16	98.0	15.29	3.54	.99
	5	1115	96.68	16	100.4	15.03	5.57	1.32
	7	1126	91.12	6	101.1	14.45	7.27	1.53
	9	1006	80.12	5	101.2	15.11	8.59	1.65

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEDIANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 98.28, 100.20, 101.17, AND 101.19; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEDIANS FOR THE SCHOOL MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.6, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA (SEE APPENDIX A). NATIONAL SD FOR GRADE EQUIVALENCE NOT AVAILABLE.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BAINBRIDGE	K-6	527	28.5	95.9	17.5	1.0	8.3	13.0	21.6	10.6	12.1	7701.0
BAY VIEW	K-5	665	28.9	95.3	22.0	1.0	6.5	21.0	17.4	11.2	11.2	9126.0
CALVERT	K-6	274	23.8	96.8	10.5	1.0	8.6	12.5	13.0	6.4	12.0	9964.0
CECIL MANOR	K-5	372	28.6	96.7	12.0	1.0	8.4	5.0	7.7	2.7	11.5	10344.0
CECILTON	K-6	421	28.1	95.9	14.0	1.0	10.5	9.0	26.7	20.4	11.3	7739.0
CHARLESTOWN	K-5	135	20.8	95.1	5.5	1.0	3.7	14.0	23.1	18.2	11.0	8950.0
CHESAPEAKE CITY	K-6	508	27.5	96.2	17.5	1.0	7.5	8.0	10.8	17.5	11.0	8764.0
CONOWINGO	K-6	413	27.5	95.5	14.0	1.0	12.3	6.0	20.0	12.8	11.2	8913.0
ELKTON	K-5	289	24.1	93.4	11.0	1.0	4.5	8.5	16.7	20.6	10.7	8703.0
GILPIN MANOR	K-5	407	20.3	95.4	19.0	1.0	7.0	14.5	10.0	3.7	11.4	10135.0
HOLLY HALL	K-5	417	26.1	96.1	15.0	1.0	8.3	25.0	12.5	11.4	10.7	8960.0
KENMORE	K-5	262	23.8	96.2	10.0	1.0	8.7	12.0	36.4	7.9	11.3	9999.0
LEEDS	K-5	328	23.6	95.6	12.9	1.0	5.2	8.0	7.2	9.4	11.2	9766.0
NORTH EAST	K-5	631	26.3	94.8	23.0	1.0	10.3	11.0	4.2	11.3	11.0	8990.0
PERRYVILLE	K-6	708	23.6	96.1	28.0	2.0	7.4	13.5	13.3	[illegible]	11.8	9137.0
RISING SUN	K-6	602	26.2	96.8	22.0	1.0	12.0	22.0	13.0	6.4	11.9	9632.0
CHERRY HILL MIDDLE	6-8	525	20.2	94.3	24.0	2.0	9.2	14.7	23.1	6.5	11.3	10000.0
ELKTON MIDDLE	6-8	541	19.3	94.3	26.0	2.0	8.7	10.0	25.0	9.7	11.0	9425.0
NORTH EAST MIDDLE	6-8	707	28.3	92.6	23.0	2.0	5.2	15.3	24.0	12.1	11.1	9084.0
BOHEMIA MANOR JR SR	7-12	788	23.2	89.5	32.0	2.0	4.4	9.0	11.8	19.0	11.1	8283.0
ELKTON SR HIGH	9-12	1270	22.7	90.0	53.0	3.0	9.3	11.0	25.0	9.7	11.1	9644.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(BAINBRIDGE - ELKTON SR)

CECIL COUNTY
SCHOOL SYSTEM

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

			SKILL AREAS													
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BAINBRIDGE	3 5	100.3 104.4	3.40 4.94	3.55 5.36	-.15 -.42	3.57 5.22	3.64 5.52	-.07 -.30	3.75 5.33	3.99 5.61	-.24 -.28	3.67 5.76	3.62 5.66	+.05 +.10
BAY VIEW	3 5	93.3 99.5	3.23 4.79	3.13 5.04	+.10 -.25	3.32 5.02	3.17 5.15	+.15 -.13	3.44 4.94	3.54 5.33	-.10 -.39	3.34 5.27	3.27 5.38	+.07 -.11
CALVERT	3 5	105.1 105.3	3.72 5.77	3.83 5.50	-.11 +.27	3.73 6.21	3.94 5.61	-.21 +.60 *	3.91 5.92	4.27 5.73	-.36 +.19	3.93 6.32	3.88 5.77	+.05 +.55 *
CECIL MANOR	3 5	107.6 111.2	3.72 5.91	3.96 5.86	-.24 +.05	3.99 6.09	4.07 5.98	-.08 +.11	4.47 6.58	4.40 6.15	+.07 +.43	3.88 6.56	4.01 6.17	-.13 +.39
CECILTON	3 5	98.5 96.6	2.96 4.45	3.41 4.80	-.45 -.35	3.22 4.83	3.50 4.94	-.28 -.11	3.47 4.77	3.86 5.10	-.39 -.33	3.55 5.13	3.52 5.15	+.03 -.02
CHARLESTOWN	3 5	93.1 105.5	3.28 4.74	3.11 5.41	+.17 -.67 *	3.47 5.23	3.15 5.54	+.32 -.31	3.60 5.41	3.53 5.74	+.07 -.33	3.42 5.64	3.26 5.77	+.16 -.13
CHESAPEAKE CITY	3 5	97.0 100.0	3.02 4.65	3.33 5.04	-.31 -.39	3.42 5.03	3.39 5.17	+.03 -.14	3.44 4.97	3.76 5.36	-.32 -.39	3.25 5.28	3.45 5.40	-.20 -.12
CONOWINGO	3 5	98.9 95.6	3.86 5.25	3.44 4.77	+.42 +.48	3.95 5.17	3.52 4.88	+.43 +.29	4.38 5.60	3.88 5.06	+.50 +.54	3.99 5.48	3.55 5.11	+.44 * +.37
ELKTON	3 5	92.2 89.4	2.81 4.74	3.04 4.33	-.23 +.41	2.84 4.79	3.08 4.43	-.24 +.36	2.96 4.82	3.46 4.65	-.50 +.17	3.14 5.01	3.21 4.70	-.07 +.31
GILPIN MANOR	3 5	100.6 99.9	3.43 5.03	3.56 5.11	-.13 -.08	3.41 4.88	3.63 5.21	-.22 -.33	3.45 4.83	3.98 5.38	-.53 -.55	3.57 5.20	3.65 5.43	-.08 -.23
HOLLY HALL	3 5	98.3 98.2	3.29 4.81	3.39 4.92	-.10 -.11	3.59 5.04	3.46 5.03	+.13 +.01	3.66 5.06	3.83 5.25	-.17 -.19	3.45 5.46	3.52 5.29	-.07 +.17
KENMORE	3 5	89.1 96.2	2.87 4.99	2.90 4.86	-.03 +.13	3.16 5.04	2.91 4.95	+.25 +.09	3.22 4.77	3.29 5.13	-.07 -.36	3.08 5.31	3.06 5.18	+.02 +.13
LEEDS	3 5	96.9 100.0	3.17 5.03	3.34 5.09	-.17 -.06	3.21 5.12	3.39 5.19	-.18 -.07	3.37 5.17	3.76 5.38	-.39 -.21	3.20 5.34	3.46 5.43	-.26 -.09
NORTH EAST	3 5	99.8 102.1	3.27 5.13	3.49 5.19	-.22 -.06	3.31 5.18	3.57 5.31	-.26 -.13	3.54 5.19	3.93 5.51	-.39 -.32	3.56 5.58	3.60 5.54	-.04 +.04
PERRYVILLE	3 5	96.8 101.4	3.58 5.12	3.35 5.20	+.23 -.08	3.68 5.24	3.41 5.31	+.27 -.07	3.80 5.28	3.77 5.45	+.03 -.17	3.63 5.85	3.45 5.50	+.18 +.35
RISING SUN	3 5	99.7 102.6	3.57 5.50	3.52 5.30	+.05 +.20	3.68 5.51	3.59 5.41	+.09 +.10	4.01 5.81	3.95 5.54	+.06 +.27	3.88 6.18	3.61 5.59	+.27 +.59 *
CHERRY HILL MIDDLE	7	103.0	6.92	7.10	-.18	7.00	7.14	-.14	6.68	7.17	-.49	7.30	7.41	-.11
ELKTON MIDDLE	7	101.0	6.69	6.89	-.20	6.89	6.94	-.05	6.57	7.00	-.43	7.18	7.24	-.06
NORTH EAST MIDDLE	7	99.7	6.83	6.74	+.09	6.89	6.81	+.08	6.59	6.87	-.28	7.04	7.09	-.05
BOHEMIA MANOR JR SR	7 9	99.6 99.9	6.42 8.10	6.70 8.19	-.28 -.09	6.67 8.15	6.77 8.13	-.10 +.02	6.38 7.42	6.82 8.16	-.44 -.74	6.98 8.32	7.04 8.40	-.06 -.08
ELKTON SR HIGH	9	101.9	8.46	8.46	+.00	8.40	8.40	+.00	8.29	8.41	-.12	8.71	8.66	+.05

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

CECIL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BAINBRIDGE	3	100.3	3.40	3.56	-.16	3.57	3.62	-.05	3.75	3.97	-.22	3.67	3.65	+.02
	5	104.4	4.94	5.54	-.60	5.22	5.59	-.37	5.33	5.75	-.42	5.76	5.79	-.03
BAY VIEW	3	93.3	3.23	3.11	+.12	3.32	3.16	+.16	3.44	3.53	-.09	3.34	3.27	+.07
	5	99.5	4.79	5.12	-.33	5.02	5.20	-.18	4.94	5.38	-.44	5.27	5.42	-.15
CALVERT	3	105.1	3.72	3.87	-.15	3.73	3.94	-.21	3.91	4.27	-.36	3.93	3.91	+.02
	5	105.3	5.77	5.62	+.15	6.21	5.67	+.54	5.92	5.82	+.10	6.32	5.85	+.47
CECIL MANOR	3	107.6	3.72	4.03	-.31	3.99	4.11	-.12	4.47	4.42	+.05	3.88	4.05	-.17
	5	111.2	5.91	6.13	-.22	6.09	6.14	-.05	6.58	6.27	+.31	6.56	6.29	+.27
CECILTON	3	98.5	2.96	3.45	-.49	3.22	3.50	-.28	3.47	3.86	-.39	3.55	3.55	+.00
	5	96.6	4.45	4.87	-.42	4.83	4.96	-.13	4.77	5.16	-.39	5.13	5.21	-.08
CHARLESTOWN	3	93.1	3.28	3.10	+.18	3.47	3.14	+.33	3.60	3.52	+.08	3.42	3.25	+.17
	5	105.5	4.74	5.64	-.90 *	5.23	5.68	-.45	5.41	5.84	-.43	5.64	5.87	-.23
CHESAPEAKE CITY	3	97.0	3.02	3.35	-.33	3.42	3.40	+.02	3.44	3.76	-.32	3.25	3.47	-.22
	5	100.0	4.65	5.17	-.52	5.03	5.24	-.21	4.97	5.42	-.45	5.28	5.46	-.18
CONOWINGO	3	98.9	3.86	3.47	+.39	3.95	3.53	+.42	4.38	3.88	+.50	3.99	3.57	+.42
	5	95.6	5.25	4.79	+.46	5.17	4.88	+.29	5.60	5.09	+.51	5.48	5.13	+.35
ELKTON	3	92.2	2.81	3.04	-.23	2.84	3.08	-.24	2.96	3.46	-.50	3.14	3.21	-.07
	5	89.4	4.74	4.25	+.49	4.79	4.38	+.41	4.82	4.62	+.20	5.01	4.67	+.34
GILPIN MANOR	3	100.6	3.43	3.58	-.15	3.41	3.64	-.23	3.45	3.99	-.54	3.57	3.67	-.10
	5	99.9	5.03	5.16	-.13	4.88	5.23	-.35	4.83	5.41	-.58	5.20	5.45	-.25
HOLLY HALL	3	98.3	3.29	3.43	-.14	3.59	3.49	+.10	3.66	3.84	-.18	3.45	3.54	-.09
	5	98.2	4.81	5.01	-.20	5.04	5.09	-.05	5.06	5.28	-.22	5.46	5.33	+.13
KENMORE	3	89.1	2.87	2.84	+.03	3.16	2.88	+.28	3.22	3.27	-.05	3.08	3.04	+.04
	5	96.2	4.99	4.84	+.15	5.04	4.93	+.11	4.77	5.13	-.36	5.31	5.18	+.13
LEEDS	3	96.9	3.17	3.34	-.17	3.21	3.39	-.18	3.37	3.76	-.39	3.20	3.46	-.26
	5	100.0	5.03	5.17	-.14	5.12	5.24	-.12	5.17	5.42	-.25	5.34	5.46	-.12
NORTH EAST	3	99.8	3.27	3.53	-.26	3.31	3.59	-.28	3.54	3.94	-.40	3.56	3.62	-.06
	5	102.1	5.13	5.35	-.22	5.18	5.41	-.23	5.19	5.58	-.39	5.58	5.62	-.04
PERRYVILLE	3	96.8	3.58	3.34	+.24	3.68	3.39	+.29	3.80	3.75	+.05	3.63	3.46	+.17
	5	101.4	5.12	5.29	-.17	5.24	5.35	-.11	5.28	5.53	-.25	5.85	5.56	+.29
RISING SUN	3	99.7	3.57	3.52	+.05	3.68	3.58	+.10	4.01	3.93	+.08	3.88	3.62	+.26
	5	102.6	5.50	5.39	+.11	5.51	5.45	+.06	5.81	5.62	+.19	6.18	5.65	+.53
CHERRY HILL MIDDLE	7	103.0	6.92	7.15	-.23	7.00	7.16	-.16	6.68	7.22	-.54	7.30	7.43	-.13
ELKTON MIDDLE	7	101.0	6.69	6.93	-.24	6.89	6.96	-.07	6.57	7.04	-.47	7.18	7.24	-.06
NORTH EAST MIDDLE	7	99.7	6.83	6.78	+.05	6.89	6.83	+.06	6.59	6.93	-.34	7.04	7.12	-.08
BOHEMIA MANOR JR SR	7	99.6	6.42	6.77	-.35	6.67	6.82	-.15	6.38	6.92	-.54	6.98	7.11	-.13
	9	99.9	8.10	8.35	-.25	8.15	8.19	-.04	7.42	8.30	-.88 *	8.32	8.48	-.16
ELKTON SR HIGH	9	101.9	8.46	8.58	-.12	8.40	8.42	-.02	8.29	8.50	-.21	8.71	8.70	+.01

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
NORTH EAST JR SR	9-12	792	18.9	89.0	40.0	2.0	7.9	12.5	30.9	13.2	11.1	9021.0
PERRYVILLE JR SR	7-12	796	21.5	93.0	35.0	2.0	8.1	14.0	24.3	14.1	12.0	8329.0
RISING SUN JR SR	7-12	1135	23.2	92.0	47.0	2.0	11.9	19.0	22.4	9.0	11.7	9517.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

CECIL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
NORTH EAST JR SR	9	100.5	8.13	8.29	-.16	8.33	8.22	+.11	7.93	8.26	-.33	8.39	8.49	-.10
PERRYVILLE JR SR	7	101.6	6.55	6.86	-.31	6.96	6.93	+.03	6.82	6.93	-.11	7.25	7.10	+.15
	9	103.3	8.58	8.54	+.04	8.61	8.46	+.15	8.68	8.41	+.27	8.79	8.69	+.10
RISING SUN JR SR	7	101.7	7.16	6.93	+.23	7.27	6.98	+.29	6.98	7.01	-.03	7.75	7.21	+.54
	9	100.2	8.62	8.31	+.31	8.55	8.16	+.39	8.23	8.23	+.00	8.66	8.44	+.22

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

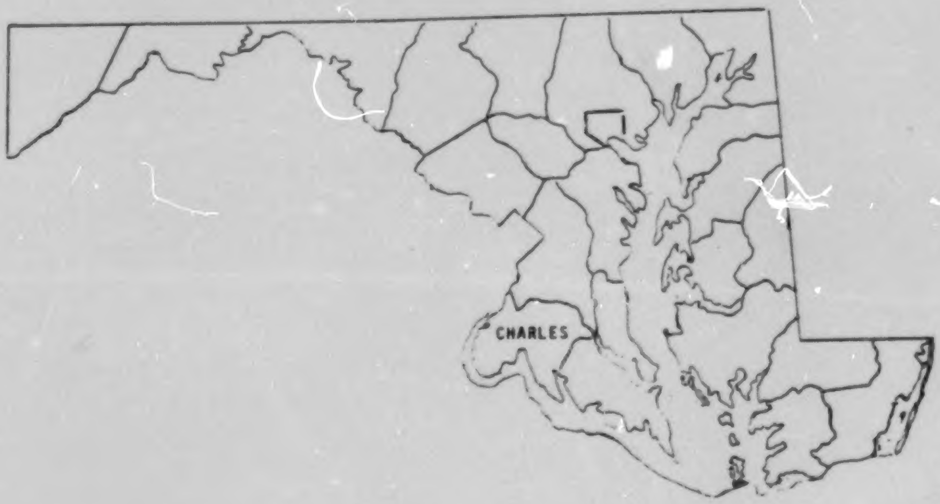
CECIL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
NORTH EAST JR SR	9	100.5	8.13	8.42	-.29	8.33	8.26	+.07	7.93	8.36	-.43	8.39	8.55	-.16
PERRYVILLE JR SR	7	10[illegible].6	6.55	6.99	-.44	6.96	7.02	-.06	6.82	7.10	-.28	7.25	7.30	-.05
	9	10[illegible].3	8.58	8.74	-.16	8.61	8.59	+.02	8.68	8.64	+.04	8.79	8.85	-.06
RISING SUN JR SR	7	101.7	7.16	7.00	+.16	7.27	7.03	+.24	6.98	7.10	-.12	7.75	7.31	+.44
	9	100.2	8.62	8.39	+.23	8.55	8.22	+.33	8.23	8.33	-.10	8.66	8.52	+.14

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.9 CHARLES COUNTY

School System Goals and Objectives



A. General. The Charles County School System has, since the latter part of 1971, operated on the basis of correlative system-wide and school objectives related to formal surveys of achievement. Our recently developed five-year plan and the goals and objectives therein do meet the standards set down by the Maryland Accountability Program. Following are excerpts from the Charles County School System Five-Year Master Plan (FY 75 - FY 80) which address themselves directly to the requested narrative to accompanying local assessment data.

B. Goal Setting Activity. The planning process used in the Charles County School System begins with the establishment of the school system goals. The writing of goal statements is based upon certain basic beliefs about the educational process in America. These beliefs are articulated and recorded so as to serve both as a foundation and as criteria for further work on the goal statements. Once the basic beliefs have been determined, the goal writing work can begin.

Recommended goal statements are prepared by a group of teachers, staff members and principals working together in a special committee appointed by the Superintendent. The committee seeks data from all available sources and tempers this data with professional judgement and experience. A draft of the recommended goal statements is then ready for the required coordination and review. The recommended goal statements are circulated to staff members, teachers, and members of the community for review and comment. After return of the comments, the proposed goals are revised and sent to the superintendent. The superintendent reviews and approves the goals which are sent to the Board of Education for final approval. The approved goals are forwarded to the Maryland State Department of Education to insure they are supportive of the State educational goals.

C. Charles County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Charles County has developed the following Local System Goals:

In Reading, upon completion of his/her elementary-secondary school reading program, each student should be able to do the following consistent with his/her expected performance level:

1.A. Identify own purposes for reading print and non-print materials.

1.B. Use a wide variety of available print and non-print materials appropriate in difficulty and content.

2.A. Demonstrate the recognition and use of basic sight vocabulary (such as Dolch).

2.B. Use a word recognition system including context and picture clues, phonetic analysis, structural analysis, and authority (i.e., glossary, dictionary, and peer clues).

2.C Demonstrate word knowledge by pronouncing words and identifying their appropriate meanings.

3.A. Demonstrate an understanding of a variety of reading materials.

3.B. Demonstrate the use of the literal, critical, and creative levels of comprehension.

4.A. Follow directions.

4.B. Locate references.

4.C. Gain information.

4.D. Understand forms.

4.E. Attain personal development.

5.A. Demonstrate a variety of reading interests.

5.B. Demonstrate a positive attitude toward reading.

In Writing, upon completion of his/her public school education, each student should be able to do the following consistent with his/her expected performance level:

Using the form, language, and mechanics appropriate to the situation, students will:

1.A. Write to express their personal needs, thoughts, and feelings for their own use.

1.B. Write to express their personal thoughts and feelings to others.

2.A. Write for social purposes.

2.B. Write for business/vocational purposes.

2.C. Write for scholastic purposes.

3.A. Demonstrate an awareness of the importance of writing for personal reasons.

3.B. Demonstrate an awareness of the importance of writing for social reasons.

3.C. Demonstrate satisfaction from writing.

In Mathematics, each student who has completed the elementary-secondary school mathematics program should:

1.A. Recall and recognize the correct usage of mathematical terms and symbols.

1.B. Recall and recognize the basic facts of addition, subtraction, multiplication, and division.

1.C. Recognize geometric figures.

1.D. Recall units of measure.

2.A. Perform the basic operations of addition, subtraction, multiplication, and division.

2.B. Measure using both the metric and English units of measurements.

2.C. Use measuring, computational, and graphic devices.

2.D. Solve simple equations and inequalities.

2.E. Draw geometric shapes and figures.

3.A. Understand the concept of whole numbers, fractions, and decimals.

3.B. Comprehend mathematical processes involving whole numbers, fractions, and decimals.

3.C. Demonstrate an understanding of the concepts associated with the use of graphs, charts, tables, and measuring instruments.

3.D. Translate a mathematical statement to a physical model.

4.A. Be able to read a mathematical problem, interpret the information given and determine a method of solution.

4.B. Apply the appropriate skills in a logical sequence to solve a problem.

4.C. Estimate a reasonable answer for a problem.

4.D. Test accuracy of a solution of the problem.

5.A. Utilize mathematical concepts and skills to solve mathematical problems.

5.B. Transfer and utilize mathematical reasoning and knowledge to the solution of mathematical problems and life situation.

6.A. Recognize the application of mathematics to his day-to-day experiences.

6.B. Relate mathematics to other subject areas, such as science, art, music, etc.

D. Objective Setting Activities. Objectives are written at three organizational levels; the system-wide level, the division or office level, and the school or department level. Objectives are labeled with a prefix which identifies the particular organizational level, i.e., system, division or school. The term "goal" is used only to describe the highest level of purpose and is not repeated at any lower level.

The Charles County School System Dual Testing Program. Aside from some benefits which the ITBS may have relative to gross comparisons with State and National norms, we have not yet determined, nor may we be able to determine, what value these test results would have in relation to our goals and objectives and in the specificity required for valid needs assessment. Charles County is one of the several school systems that has retained its own, more extensive, testing program, using the Metropolitan Achievement Test. The MAT is administered in grades 1 through 8 and grade 10 and the accompanying Otis-Lennon I.Q. test is administered in grades 1 through 10. In this third year of our own testing program, we have obtained much insight into our needs, achievements and weaknesses through very specific item analysis, three years of tracking and the measurement of many more areas and levels than are covered by the ITBS.

E. Progress of Schools Toward System Goals Not Covered By State Assessment Instruments. The Charles County goals and objectives extend beyond the requirements of the State Accountability Program and cover all areas required by the findings of base line data assessment. They apply to the straightforward management activities which are designed to produce efficiency in the support services which make the school system operate. They also apply to the development of attitudes and characteristics in students as represented by the goals and objectives in such areas as the gifted and talented, career education, special education, human relations and the like. As a result of some very specific objectives, we have noted improvement since last year in school behavior, vocabulary, reading and other pertinent areas.

F. Program Modification Activities During the Reporting year and Plans for Further Modification. As a result of our surveys, the Charles County Schools have developed an Educational Program Control Committee both to set up program, project, and experimental standards by which to improve the quality of ongoing and new programs and also to eliminate the proliferation of programs which either are not effective or create problems relative to valid assessment. Also, formal surveys have been conducted in the areas of science, social studies and language arts to determine variables and causes relating to exhibited program weaknesses. Much is being done to apply the findings of our surveys and assessments toward program modification and insights into required innovative programs and projects.

G. Comments on the Results of Accountability Assessment Program for Our System. The Charles County standardized testing was done with two sets of tests: The ITBS (Iowa Tests of Basic Skills) and Cognitive Abilities Test, which were State-directed, and the County's own Metropolitan Achievement Test (MAT) and the Otis-Lennon Mental Abilities Test. Both I.Q. tests placed Charles County students at an average mean non-verbal I.Q. of 97. The

State average mean non-verbal I.Q. was 100.9. In achievement, both tests showed that student progress was best in all tested areas in the lower grades -- elementary students achieved highest, middle school students next, then high school students. They also showed weaknesses in the language arts at all grade levels.

The State Department of Education established statistical standards for reviewing this year's results. Under those standards, schools with scores falling in the lower and upper 2 1/2 percent of the score distribution will receive detailed analysis. Schools with scores falling between these two extremes will not receive analysis this year. In Charles County, one school, in one tested area - vocabulary - had a score which fell in the lower 2 1/2 percent range.

H. Unmet Needs for Resources to Permit Improvement of Programs and Services. At the risk of appearing to restate the obvious, our comments under this heading concern the first four words of the paragraph heading, Unmet Needs for Resources. The State Accountability Program itself has generated pressing requirements for research, analysis, program development and program implementation. We agree that these things are not only desirable but absolutely necessary if we intend to eliminate deficiencies in our school programs in accordance with the speed that is implied and/or mandated by the State legislation. Thus, the first priority among the stated goals and objectives for Charles County must be the resources -- the people, the money and the materials -- to meet the hitherto unmet needs in our school program.

Charles County is a growing county; it has the second highest rate of growth in the State. It strains the resources available from local government to hold the line on current programs. Money with which to extend existing programs to an expanding student population must be overriding when it comes to allocating present resources. Money with which to do research, to evaluate, to analyze and interpret findings; money with which to translate those findings into program development; and money with which to implement programs once they are developed -- in Charles County we must look beyond local government to find these resources for the implementation, improvement and expansion of such programs, particularly in reading, mathematics, writing, special education, the gifted, and such affective domain areas as behavioral modification and human relations.

It would seem appropriate that the level of government which originated the requirement to improve programs would also provide the wherewithal to carry out the mandate, not only in terms of resources and consultative support but also in new and modified laws which would, for example, permit year-round operation of schools to implement growth in education. Another specific example follows from the recently developed MSDE objectives in programs for special education and the gifted. This will require extensive development and growth of pupil identification techniques, improved staff ratios, staff inservice training, facilities and a multitude of other types of resources. Here too we look toward State support in both resources and legislation to maintain equitable instructional standards and growth in these areas.

CHARLES COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
47,675	$10,377	27.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.0	12.0

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
16,358	$10,598	$18,716	8.6	17.8

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
20.1	21.1	93.2

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$995.78	$697.82	69.6	$26.67

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.6	$11.10	1.1

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1340	97.31	16	96.7	16.16	3.22	1.10
	5	1427	97.55	16	97.7	16.27	4.85	1.66
	7	1320	96.52	5	97.1	17.00	6.37	1.91
	9	1377	86.20	3	97.8	17.03	7.75	2.18
(2) READING COMPRE-HENSION	3	1340	98.21	16	96.7	16.16	3.34	1.18
	5	1427	96.92	16	97.7	16.27	4.96	1.54
	7	1320	96.59	5	97.1	17.00	6.64	1.64
	9	1377	86.64	3	97.8	17.03	7.87	1.99
(3) SPELLING	3	1340	97.46	16	96.7	16.16	3.80	1.35
	5	1427	97.62	16	97.7	16.27	5.05	1.81
	7	1320	96.06	5	97.1	17.00	6.46	2.12
	9	1377	86.71	3	97.8	17.03	7.79	2.45
(4) CAPITAL-IZATION	3	1340	98.28	16	96.7	16.16	3.79	1.32
	5	1427	97.62	16	97.7	16.27	5.37	1.63
	7	1320	96.06	5	97.1	17.00	6.73	1.98
	9	1377	86.64	3	97.8	17.03	7.84	2.33
(5) PUNCTUATION	3	1340	98.36	16	96.7	16.16	3.76	1.41
	5	1427	97.62	16	97.7	16.27	5.28	1.65
	7	1320	96.06	5	97.1	17.00	6.44	1.96
	9	1377	86.42	3	97.8	17.03	7.78	2.16

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CHARLES COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1340	98.43	16	96.7	16.16	3.49	1.33
	5	1427	97.27	16	97.7	16.27	5.09	1.77
	7	1320	96.29	5	97.1	17.00	6.47	2.06
	9	1377	86.20	3	97.8	17.03	7.64	2.32
(7) LANGUAGE TOTAL	3	1340	99.10	16	96.7	16.16	3.71	1.20
	5	1427	97.76	16	97.7	16.27	5.20	1.52
	7	1320	96.29	5	97.1	17.00	6.56	1.76
	9	1377	87.00	3	97.8	17.03	7.77	2.11
(8) MATHEMATICAL CONCEPTS	3	1340	98.51	16	96.7	16.16	3.44	1.02
	5	1427	97.34	16	97.7	16.27	5.30	1.38
	7	1320	95.98	5	97.1	17.00	6.72	1.56
	9	1377	85.04	3	97.8	17.03	8.13	1.91
(9) MATHEMATICAL PROBLEMS	3	1340	98.51	16	96.7	16.16	3.42	1.09
	5	1427	97.34	16	97.7	16.27	5.08	1.36
	7	1320	96.14	5	97.1	17.00	6.56	1.67
	9	1377	85.04	3	97.8	17.03	7.90	1.96
(10) MATHEMATICAL TOTAL	3	1340	98.66	16	96.7	16.16	3.45	1.00
	5	1427	97.34	16	97.7	16.27	5.21	1.28
	7	1320	96.14	5	97.1	17.00	6.70	1.48
	9	1377	85.04	3	97.8	17.03	8.01	1.85

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ARTHUR MIDDLETON	K-5	622	32.7	95.9	18.0	1.0	4.9	12.0	15.8	3.4	12.2	11814.0
DR SAMUEL A MUDD	K-5	570	19.7	94.7	28.0	1.0	8.4	16.0	24.1	3.4	12.2	11814.0
GALE-BAILEY	K-5	593	26.2	96.2	21.6	1.0	10.5	23.0	11.5	14.5	10.6	8508.0
GLASVA	PRE K-6	241	17.2	96.5	13.0	1.0	10.3	10.0	28.6	32.0	9.8	7227.0
INDIAN HEAD	K-5	671	20.3	95.7	32.0	1.0	13.3	21.0	12.1	6.8	12.0	10316.0
J P RYON	K-5	667	23.0	91.87	28.0.	1.0	7.9	18.0	17.2	3.7	12.2	11507.0
JAMES CRAIK	K-5	653	24.2	94.8	26.0	1.0	6.9	8.0	14.8	12.4	12.2	11562.0
MALCOLM	PRE K-6	360	15.7	95.7	22.0	1.0	6.2	13.5	21.7	19.1	12.0	9900.0
MOUNT HOPE ELEM	PRE K-6	182	18.2	93.3	9.0	1.0	9.2	12.0	20.0	16.8	10.1	8341.0
NANJEMOY	1-5	181	18.1	94.2	9.0	1.0	3.0	38.0	10.0	14.9	10.1	8269.0
PARKS J C INTERMED	K-5	633	21.1	95.8	29.0	1.0	9.9	15.0	10.0	7.8	12.1	10631.0
PORT TOBACCO	PRE K-6	318	19.9	93.2	15.0	1.0	7.3	16.5	18.7	10.7	12.1	10753.0
T C MARTIN	PRE K-6	649	21.6	95.4	29.0	1.0	12.2	41.0	10.0	24.7	11.6	9630.0
WALDORF	K-5	288	22.1	94.8	12.0	1.0	8.6	12.0	23.1	11.0	12.2	11814.0
WALTER J MITCHELL	K-5	1070	44.6	93.9	23.0	1.0	13.4	21.0	8.3	15.9	12.2	10929.0
WAYSIDE	PRE K-6	349	21.8	91.3	15.0	1.0	7.3	4.0	12.5	16.8	10.3	8061.0
BEL ALTON MIDDLE	6-8	444	14.3	93.1	29.0	2.0	5.1	14.0	22.6	26.5	10.5	8301.0
GENERAL SMALLWOOD	6-8	667	20.2	93.5	31.0	2.0	8.6	18.0	30.3	11.1	11.4	9545.0
JOHN HANSON MIDDLE	6-8	1289	21.5	94.5	58.0	2.0	5.9	21.0	21.7	15.2	12.1	11084.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(ARTHUR MIDDLETON - JOHN HANSON MID)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ARTHUR MIDDLETON	3 5	100.6 104.8	3.62 5.42	3.60 5.54	+.02 -.12	3.73 5.65	3.66 5.61	+.07 +.04	4.02 5.76	4.00 5.75	+.02 +.01	3.77 5.50	3.67 5.79	+.10 -.29
DR SAMUEL A MUDD	3 5	104.0 102.7	3.85 5.50	3.79 5.41	+.06 +.09	3.79 5.47	3.87 5.47	-.08 +.00	4.37 5.78	4.21 5.61	+.16 +.17	3.78 5.74	3.84 5.65	-.06 +.09
GALE-BAILEY	3 5	91.5 93.0	2.77 4.22	3.00 4.55	-.23 -.33	3.05 4.35	3.04 4.67	+.01 -.32	3.17 4.64	3.42 4.88	-.25 -.24	3.00 4.73	3.17 4.94	-.17 -.21
GLASVA	3 5	95.2 87.6	2.84 4.10	3.17 4.10	-.33 +.00	3.09 4.34	3.24 4.23	-.15 +.11	3.67 4.78	3.62 4.50	+.05 +.28	3.10 4.62	3.34 4.55	-.24 +.07
INDIAN HEAD	3 5	95.3 101.2	3.35 4.89	3.28 5.24	+.07 -.35	3.43 5.09	3.32 5.34	+.11 -.25	3.64 5.25	3.68 5.47	-.04 -.22	3.59 5.37	3.39 5.51	+.20 -.14
J P RYON	3 5	97.7 100.7	3.40 5.42	3.43 5.26	-.03 +.16	3.54 5.11	3.48 5.33	+.06 -.22	3.87 5.50	3.83 5.46	+.04 +.04	3.59 5.59	3.52 5.51	+.07 +.08
JAMES CRAIK	3 5	101.5 97.8	3.39 5.65	3.65 5.07	-.26 +.58	3.43 5.54	3.71 5.14	-.28 +.40	3.79 5.63	4.06 5.27	-.27 +.36	3.38 5.54	3.71 5.32	-.33 +.22
MALCOLM	3 5	95.3 96.7	2.89 4.41	3.28 4.93	-.39 -.52	3.10 4.75	3.32 5.02	-.22 -.27	3.44 5.01	3.68 5.15	-.24 -.14	3.27 5.11	3.38 5.21	-.11 -.10
MOUNT HOPE ELE	3 5	93.4 81.6	2.47 3.40	3.08 3.76	-.61 * -.36	2.67 3.63	3.14 3.86	-.47 -.23	3.01 4.08	3.52 4.12	-.51 -.04	2.91 3.98	3.26 4.19	-.35 -.21
NANJEMOY	3 5	93.9 99.1	2.89 4.81	3.11 4.91	-.22 -.10	2.92 4.95	3.17 5.04	-.25 -.09	3.57 5.14	3.55 5.30	-.18 -.16	3.19 5.24	3.28 5.33	-.09 -.09
PARKS J C INTERMED	3 5	98.8 100.9	3.36 5.15	3.48 5.24	-.12 -.09	3.47 5.13	3.54 5.32	-.07 -.19	3.94 5.46	3.89 5.45	+.05 +.01	3.58 5.17	3.57 5.50	+.01 -.33
PORT TOBACCO	3 5	93.7 100.0	2.92 4.88	3.20 5.19	-.28 -.31	2.96 4.96	3.22 5.27	-.26 -.31	3.79 5.44	3.59 5.40	+.20 +.04	3.31 5.49	3.31 5.44	+.00 +.05
T C MARTIN	3 5	93.9 93.9	3.21 4.36	3.18 4.71	+.03 -.35	3.25 4.64	3.22 4.80	+.03 -.16	3.75 4.97	3.59 4.96	+.16 +.01	3.60 4.82	3.31 5.02	+.29 -.20
WALDORF	3 5	92.3 97.0	2.86 4.50	3.13 5.03	-.27 -.53	3.13 4.62	3.14 5.09	-.01 -.47	3.46 4.96	3.51 5.22	+.15 -.26	3.54 5.08	3.25 5.27	+.29 -.19
WALTER J MITCHELL	3 5	97.6 98.5	3.21 4.70	3.42 5.10	-.21 -.40	3.43 4.94	3.47 5.17	-.04 -.23	3.70 5.10	3.82 5.30	-.12 -.20	3.47 5.32	3.51 5.35	-.04 -.03
WAYSIDE	3 5	86.9 89.8	2.59 4.19	2.72 4.31	-.13 -.12	2.57 4.40	2.74 4.42	-.17 -.02	3.01 4.46	3.14 4.66	-.13 -.20	2.91 4.80	2.93 4.72	-.02 +.08
BEL ALTON MIDDLE	7	87.6	5.31	5.49	-.18	5.89	5.64	+.25	5.58	5.89	-.31	6.15	6.00	+.15
GENERAL SMALLWOOD	7	95.1	6.10	6.26	-.16	6.40	6.35	+.05	6.32	6.49	-.17	6.59	6.63	-.04
JOHN HANSON MIDDLE	7	97.1	6.47	6.49	-.02	6.76	6.55	+.21	6.67	6.68	-.01	6.61	6.80	-.19

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ARTHUR MIDDLETON	3	100.6	3.62	3.58	+.04	3.73	3.64	+.09	4.02	3.99	+.03	3.77	3.67	+.10
	5	104.8	5.42	5.58	-.16	5.65	5.63	+.02	5.76	5.78	-.02	5.50	5.82	-.32
DR SAMUEL A MUDD	3	104.0	3.85	3.80	+.05	3.79	3.87	-.08	4.37	4.20	+.17	3.78	3.85	-.07
	5	102.7	5.50	5.40	+.10	5.47	5.46	+.01	5.78	5.62	+.16	5.74	5.66	+.08
GALE-BAILEY	3	91.5	2.77	3.00	-.23	3.05	3.04	+.01	3.17	3.42	-.25	3.00	3.17	-.17
	5	93.0	4.22	4.56	-.34	4.35	4.67	-.32	4.64	4.89	-.25	4.73	4.94	-.21
GLASVA	3	95.2	2.84	3.23	-.39	3.09	3.28	-.19	3.67	3.65	+.02	3.10	3.37	-.27
	5	87.6	4.10	4.10	+.00	4.34	4.24	+.10	4.78	4.48	+.30	4.62	4.54	+.08
INDIAN HEAD	3	95.3	3.35	3.24	+.11	3.43	3.29	+.14	3.64	3.66	-.02	3.59	3.37	+.22
	5	101.2	4.89	5.27	-.38	5.09	5.33	-.24	5.25	5.51	-.26	5.37	5.55	-.18
J P RYON	3	97.7	3.40	3.39	+.01	3.54	3.45	+.09	3.87	3.81	+.06	3.59	3.51	+.08
	5	100.7	5.42	5.23	+.19	5.11	5.29	-.18	5.50	5.47	+.03	5.59	5.51	+.08
JAMES CRAIK	3	101.5	3.39	3.64	-.25	3.43	3.70	-.27	3.79	4.04	-.25	3.38	3.71	-.33
	5	97.8	5.65	4.98	+.67	5.54	5.06	+.48	5.63	5.25	+.38	5.54	5.30	+.24
MALCOLM	3	95.3	2.89	3.24	-.35	3.10	3.29	-.19	3.44	3.66	-.22	3.27	3.37	-.10
	5	96.7	4.41	4.88	-.47	4.75	4.97	-.22	5.01	5.17	-.16	5.11	5.22	-.11
MOUNT HOPE ELEM	3	93.4	2.47	3.12	-.65 *	2.67	3.16	-.49	3.01	3.54	-.53	2.91	3.27	-.36
	5	81.6	3.40	3.58	-.18	3.63	3.75	-.12	4.08	4.02	+.06	3.98	4.09	-.11
NANJEMOY	3	93.9	2.89	3.15	-.26	2.92	3.20	-.28	3.37	3.57	-.20	3.19	3.30	-.11
	5	99.1	4.81	5.09	-.28	4.95	5.17	-.22	5.14	5.35	-.21	5.24	5.39	-.15
PARKS J C INTERMED	3	98.8	3.36	3.47	-.11	3.47	3.52	-.05	3.94	3.88	+.06	3.58	3.57	+.01
	5	100.9	5.15	5.24	-.09	5.13	5.31	-.18	5.46	5.49	-.03	5.17	5.53	-.36
PORT TOBACCO	3	93.7	2.92	3.14	-.22	2.96	3.18	-.22	3.79	3.56	+.23	3.31	3.29	+.02
	5	100.0	4.88	5.17	-.29	4.96	5.24	-.28	5.44	5.42	+.02	5.49	5.46	+.03
T C MARTIN	3	93.9	3.21	3.15	+.06	3.25	3.20	+.05	3.75	3.57	+.18	3.60	3.30	+.30
	5	93.9	4.36	4.64	-.28	4.64	4.75	-.11	4.97	4.96	+.01	4.82	5.01	-.19
WALDORF	3	92.3	2.86	3.05	-.19	3.13	3.09	+.04	3.66	3.47	+.19	3.54	3.21	+.33
	5	97.0	4.50	4.91	-.41	4.62	5.00	-.38	4.96	5.19	-.23	5.08	5.24	-.16
WALTER J MITCHELL	3	97.6	3.21	3.39	-.18	3.43	3.44	-.01	3.70	3.80	-.10	3.47	3.50	-.03
	5	98.5	4.70	5.04	-.34	4.94	5.12	-.18	5.10	5.31	-.21	5.32	5.35	-.03
WAYSIDE	3	86.9	2.59	2.70	-.11	2.57	2.73	-.16	3.01	3.14	-.13	2.91	2.92	-.01
	5	89.8	4.19	4.29	-.10	4.40	4.42	-.02	4.46	4.65	-.19	4.80	4.70	+.10
BEL ALTON MIDDLE	7	87.6	5.31	5.45	-.14	5.89	5.62	+.27	5.58	5.86	-.28	6.15	6.00	+.15
GENERAL SMALLWOOD	7	95.1	6.10	6.28	-.18	6.40	6.37	+.03	6.32	6.52	-.20	6.59	6.69	-.10
JOHN HANSON MIDDLE	7	97.1	6.47	6.50	-.03	6.76	6.57	+.19	6.67	6.70	-.03	6.61	6.88	-.27

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
MATTHEW HENSON	6-8	694	20.4	93.9	32.0	2.0	9.5	20.3	23.5	10.1	12.0	10364.0
MILTON M SOMERS	6-8	866	19.7	95.0	42.0	2.0	9.4	23.0	18.2	10.6	12.2	11477.0
LA PLATA SR HIGH	9-12	1010	18.3	90.3	52.1	3.0	8.8	16.3	27.4	21.2	11.9	9768.0
LACKEY SR	9-12	1608	22.6	86.8	67.0	4.0	7.5	11.5	28.2	13.1	11.7	9871.0
THOMAS STONE	9-12	1678	23.0	88.9	69.0	4.0	6.8	17.5	21.9	19.8	12.1	11165.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
MATTHEW HENSON	7	97.0	6.54	6.46	+.08	6.62	6.53	+.09	6.69	6.65	+.04	6.62	6.77	-.15
MILTON M SOMERS	7	103.4	6.84	7.15	-.31	7.05	7.17	-.12	7.01	7.20	-.19	7.27	7.39	-.12
LA PLATA SR HIGH	9	93.1	7.33	7.66	-.33	7.44	7.34	+.10	7.21	7.62	-.41	7.59	7.70	-.11
LACKEY SR	9	99.1	7.78	8.22	-.44	7.90	8.05	-.15	7.73	8.16	-.43	8.02	8.34	-.32
THOMAS STONE	9	99.2	7.95	8.32	-.37	8.08	8.07	+.01	8.11	8.22	-.11	8.22	8.37	-.15

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‡ SEE CHAPTER 4; SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
MATTHEW HENSON	7	97.0	6.54	6.49	+.05	6.62	6.56	+.06	6.69	6.69	+.00	6.62	6.87	-.25
MILTON M SOMERS	7	103.4	6.84	7.19	-.35	7.05	7.20	-.15	7.01	7.26	-.25	7.27	7.47	-.20
LA PLATA SR HIGH	9	93.1	7.33	7.57	-.24	7.44	7.39	+.05	7.21	7.63	-.42	7.59	7.75	-.16
LACKEY SR	9	99.1	7.78	8.26	-.48	7.90	8.09	-.19	7.73	8.22	-.49	8.02	8.40	-.38
THOMAS STONE	9	99.2	7.95	8.27	-.32	8.08	8.11	-.03	8.11	8.23	-.12	8.22	8.41	-.19

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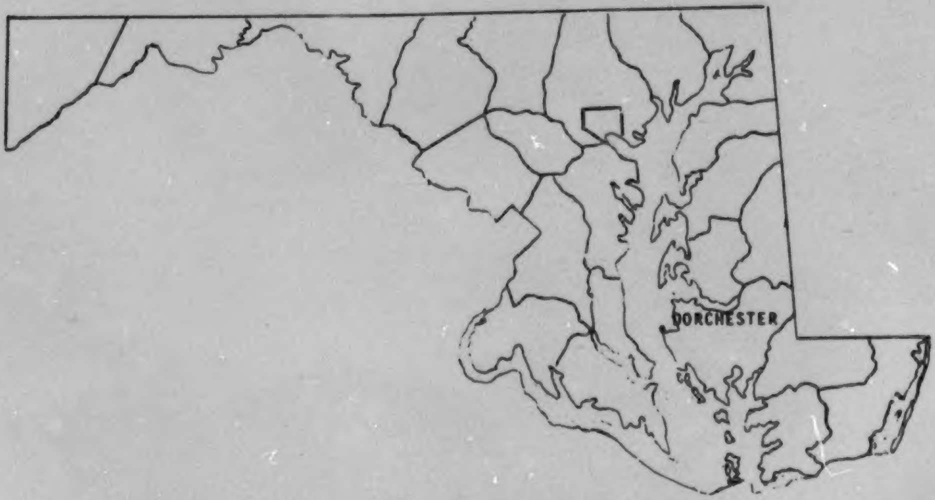
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.10 DORCHESTER COUNTY

School System Goals and Objectives



A. County Point of View. Dorchester County has accepted the Governor and the General Assembly's charge to provide data in the Maryland Accountability Assessment Program. As a system, we have felt that there is a need for continued evaluation of the quality of the instructional program as it relates to reading, writing, and mathematics. Overall, we have been aware that Dorchester County's students cannot be compared student-by-student to those counties which have a higher socio-economic background, nor can they be compared favorably in light of parental educational achievement and higher educational expectations. It is most difficult to compare children's scores from homes where the median educational achievement is slightly below the ninth grade level as is the case in Dorchester County to children who come from homes where the parental level of achievement on the average is at least fourteen years or college level. We are very pleased that our Accountability Achievement Levels, when compared to the basic students' capabilities and potential for learning, is substantially favorable. The administrative-supervisory staff, including the principals and teachers of the various schools, has made a concerted effort to provide a program of county-wide assessment in line with legislative requirements. The following steps have taken place on a system-wide basis.

Even before the Accountability Legislation was mandated into law, Dorchester County school personnel had begun to develop a process of goals establishment in order to evaluate progress in each of its schools. This was done in conjunction with the budgetary process. The first step in this process was a needs assessment. Each school, its individual parent group, and administrative-supervisory component were asked to provide input. When this was completed, priorities were established for the system and for each particular school. Long-term and short-term goals were then the natural outcomes that followed. These steps were taken under the adopted policy by the Dorchester County Board of Education which had previously adopted a county "Educational Philosophy" and "General Educational Goals" for student accomplishment. Major activities that covered the whole breadth of educational implementation then followed.

B. Dorchester County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Dorchester County has developed the following Local System Goals:

In Reading, each student who has completed the elementary-secondary reading program of Dorchester County School System should be able, according to his ability and background of experiences, to:

1.A. Identify personal purposes for using a variety of print and nonprint materials.

1.B. Select materials which are suitable both in level of difficulty, and in content from a wide variety of available print and nonprint materials.

2.A. Apply a usable method for recognizing words and understanding contextual meaning.

2.B. Pronounce instantly and simultaneously many familiar words and identify their appropriate meaning.

3.A. Determine the intent of the communication.

3.B. Demonstrate the ability to ask appropriate questions and to find reasonable answers based on the content being discussed or read.

4.A. Demonstrate the ability to follow directions.

4.B. Demonstrate the ability to locate resources that relate to the individual's needs.

4.C. Demonstrate the ability to obtain information.

4.D. Demonstrate the ability to understand basic forms.

4.E. Pursue the habit of personal reading of print and nonprint materials.

5.A. Regard reading as a major tool for meeting individual, educational, and personal goals.

In Writing, each student who has completed the elementary-secondary writing program of Dorchester County School System should be able, according to his ability and background of experiences, to:

1. Record his thoughts and feelings in generally acceptable forms that others can understand.

2.A. Use the writing process to respond to the demands and obligations of society.

2.B. Use the writing process to respond to the demands of business and vocational situations.

3. Utilize writing to fulfill personal and social needs.

In Mathematics, each student who has completed the elementary-secondary mathematics program of Dorchester County School System should be able, according to his ability and background of experiences, to:

1.A. Recall and use the language of mathematics (definitions and symbols).

1.B. Count using a number system.

1.C. Demonstrate the ability to analyze a number system.

2.A. Use a numerical system and perform mathematical computations.

2.B. Solve simple equations and inequalities.

3.A. Demonstrate the ability to make concrete representations from abstract mathematical ideas.

3.B. Demonstrate the ability to form abstractions from physical representations.

3.C. Understand the applications of ratio and proportion.

3.D. Make and/or interpret graphs, table, and charts.

3.E. Understand basic geometric principles.

4.A. Develop a logical sequence in the solution of verbal problems.

4.B. Be able to solve a word problem.

5.A. Solve functional mathematical problems: know what is asked, determine what is given, solve the problem, and use the solution to arrive at a decision.

5.B. Understand and use measurements.

6.A. Be able to recognize the contribution that mathematics has made to the progress of civilization.

6.B. Exhibit the ability to use mathematics for efficient personal management of money and resources.

C. Steps to Achieve Goals. School Personnel:

(1) Developed through committee word a statement of our existing curriculum from K - 12, including all subject areas (Completed 1973-74);

(2) Established seven community-based school building construction committees that have completed or are in the process of completing educational specifications: Sandy Hill Elementary School; North Dorchester Middle School; Cambridge-South Dorchester High School; Vienna Elementary School; Cambridge Elementary Number Two; North Dorchester High School Reevaluation and Reassessment; and the South Dorchester K - 8 Reevaluation and Revision. Subcommittees have been established to initiate new programs and upgrade existing programs;

(3) Utilized Title I funds of the Elementary Secondary Education Act at the primary levels to assist those children from low income families to adjust to the school's program and to develop a competency in fundamental reading, writing, and computation skills;

(4) Utilized Title II funds of the ESEA Legislation to develop and expand library resources throughout the county in order to upgrade, enrich, and extend students' reading abilities;

(5) Established a Title IV ESEA program to facilitate the integration of faculties and student bodies. This was then coordinated with Emergency School Assistance funds to provide in-depth services for students having serious adjustment problems;

(6) Utilized Title VI funding of the ESEA to establish a system-wide special services unit, including supervisory and psychological support, and which was designed to assist children with special needs;

(7) Utilized the services of Dr. Russell G. Stauffer, Dr. Marian Stauffer, Dr. Alice Pieper, Dr. Donald Glimes, and State Department personnel for inservice programs to improve teachers' skills in organizing, planning, and implementing the instructional process;

(8) Developed the "Right to Read" program and encouraged individual schools to provide a set reading period daily in their scheduling with many resources available to encourage self-selection of reading materials;

(9) Remodeled and renovated many of our older facilities to provide the opportunities for teachers to engage in "open area" educational instructional techniques;

(10) Piloted a "Think-Read-Math" program at Maces Lane School to revitalize and interest students in improving fundamental skills;

(11) Encouraged school-wide involvement projects such as the "shirtsleeves" program at North Dorchester High School (This is related to the Bicentennial celebration and covers a gamut of activities.);

(12) Refined our curriculum process through the establishment of subject area and Vertical Curriculum Committees to study, prepare, and readjust curriculum content and skills for approval and implementation by the Permanent Curriculum Committee;

(13) Realigned our Line and Staff Table of Organization to provide for more efficient and effective operation of the total school program and to better utilize our existing personnel in the improvement of instruction;

(14) Adopted and implemented the Continuum program of Special Education to provide indepth education for all children in Dorchester County;

(15) Conducted a comprehensive Indicators of Quality inservice program with the assistance of State Department personnel. Every teacher in the system participated and the instructional process in schools was evaluated. All sixth and eighth grade students in the system were tested with the Lorge Thorndike and Stanford Achievement tests. Their

individual scores were compared to provide a country-wide measure of the educational process. We were pleased to see that the results of these tests were closely correlated with our Accountability scores. This information provided us with an additional diagnostic resource to use as a basis for recommending procedures to improve our skills programs in the fundamental skills area.

D. Direction for FY '76. Continuous evaluation of our FY '75 Educational Objectives provided a more effective projection of our educational objectives for FY '76. These objectives are indicative of our improvement as an educational team to provide educational goals that are more effectively accountable and which are geared more closely to meeting the needs of our students.

FY '76 Objectives are:

I. Provide effective and efficient implementation of educational programs for youth and adults.

II. Provide a program of reading experiences that allows each child the opportunity to achieve according to his ability and background of experiences.

III. Provide a program of mathematical experiences that allows each child the opportunity to achieve according to his ability and background of experiences.

IV. Provide a program of written communication that allows each child the opportunity to achieve a level of literacy, fluency, or proficiency according to his ability and background of experiences.

V. Provide a reinforcing and positive educational environment which is implemented on the integration of procedures and techniques of individualization, small group activity, interpersonal regard, and creativity for each child.

VI. Provide models for the activities that assist each child in building a system of values that promotes worthy citizenship, effective human relations, and an appreciation of the resources and cultures of his/her environment.

VII. Provide each child with scientific stimuli that will increase his awareness, allow him to conjecture, establish experimental procedures, and draw conclusions.

DORCHESTER COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
29,405	$7,702	39.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,300	$10,031	$14,679	10.9	22.4

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
15.8	18.1	92.9

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,004.83	$731.63	73.0	$33.15

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.3	$5.05	0.5

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	465	96.13	11	91.6	15.91	3.04	1.04
	5	493	99.80	11	91.5	15.82	4.61	1.57
	7	467	94.43	3	93.7	16.13	5.98	1.83
	9	486	91.77	3	94.6	15.70	7.48	2.15
(2) READING COMPRE-HENSION	3	465	96.13	11	91.6	15.91	3.14	1.14
	5	493	99.80	11	91.5	15.82	4.76	1.43
	7	467	94.43	3	93.7	16.13	6.25	1.60
	9	486	91.77	3	94.6	15.70	7.77	1.93
(3) SPELLING	3	465	96.13	11	91.6	15.91	3.82	1.35
	5	493	99.80	11	91.5	15.82	5.00	1.72
	7	467	94.43	3	93.7	16.13	6.39	1.97
	9	486	91.77	3	94.6	15.70	7.88	2.41
(4) CAPITAL-IZATION	3	465	96.13	11	91.6	15.91	3.90	1.28
	5	493	99.80	11	91.5	15.82	5.33	1.63
	7	467	94.43	3	93.7	16.13	6.51	1.93
	9	486	91.77	3	94.6	15.70	8.13	2.40
(5) PUNCTUATION	3	465	96.13	11	91.6	15.91	4.00	1.33
	5	493	99.80	11	91.5	15.82	5.04	1.62
	7	467	94.43	3	93.7	16.13	6.33	1.95
	9	486	91.77	3	94.6	15.70	7.81	2.40

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

DORCHESTER COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	465	96.13	11	91.6	15.91	3.33	1.30
	5	493	99.80	11	91.5	15.82	4.64	1.64
	7	467	94.43	3	93.7	16.13	6.27	1.85
	9	486	91.77	3	94.6	15.70	7.51	2.29
(7) LANGUAGE TOTAL	3	465	96.13	11	91.6	15.91	3.76	1.13
	5	493	99.80	11	91.5	15.82	5.00	1.42
	7	467	94.43	3	93.7	16.13	6.37	1.66
	9	486	91.77	3	94.6	15.70	7.84	2.11
(8) MATHEMATICAL CONCEPTS	3	465	96.13	11	91.6	15.91	3.18	.95
	5	493	99.80	11	91.5	15.82	4.70	1.17
	7	467	94.43	3	93.7	16.13	6.48	1.44
	9	486	91.77	3	94.6	15.70	7.88	1.82
(9) MATHEMATICAL PROBLEMS	3	465	94.13	11	91.6	15.91	3.30	1.04
	5	493	99.80	11	91.5	15.82	4.89	1.28
	7	467	94.43	3	93.7	16.13	6.50	1.56
	9	486	91.77	3	94.6	15.70	7.90	2.07
(10) MATHEMATICAL TOTAL	3	465	96.13	11	91.6	15.91	3.24	.93
	5	493	99.80	11	91.5	15.82	4.80	1.12
	7	467	94.43	3	93.7	16.13	6.49	1.38
	9	486	91.77	3	94.6	15.70	7.89	1.84

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* AS OF 9/30/73. ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ACADEMY ELEM	4-6	362	22.6	94.2	16.0	0.0	12.6	0.0	31.3	20.7	10.6	8098.0
APPLEBY	3	96	24.0	94.9	3.0	1.0	12.9	27.5	25.0	25.1	10.5	8061.0
CRAPO	K-6	122	19.4	93.5	5.3	1.0	7.9	8.0	15.9	13.0	8.7	6064.0
EAST CAMBRIDGE	3-6	234	19.5	94.9	11.0	1.0	12.8	15.8	25.0	17.7	10.4	8083.0
EAST NEW MARKET	2-6	205	20.5	92.4	9.0	1.0	4.2	10.5	20.0	14.0	10.0	8323.0
ELDORADO	1-6	63	21.0	96.5	2.0	1.0	15.3	35.0	0.0	24.8	10.6	8309.0
GLASGOW	3-4	149	21.3	96.7	6.0	1.0	21.8	30.0	14.3	21.6	10.6	8098.0
HOOPERS ISLAND	1-6	55	18.3	98.2	2.0	1.0	17.8	32.0	0.0	46.8	9.4	4660.0
HUDSON	1-6	59	14.7	97.1	3.0	1.0	9.5	8.5	0.0	10.6	10.5	7300.0
HURLOCK PRIMARY	K-3	360	18.7	93.9	18.2	1.0	9.7	12.0	10.4	24.6	9.9	8339.0
HURLOCK INTER	4-6	282	18.2	94.6	14.5	1.0	9.6	13.0	12.9	24.7	9.9	8340.0
PEACH BLOSSOM	4-6	310	23.8	94.7	12.0	1.0	13.0	24.0	0.0	24.5	10.5	8061.0
TAYLORS ISLAND	1-6	14	14.0	97.9	1.0	0.0	8.0	0.0	0.0	0.0	9.8	5310.0
VIENNA PRIMARY	K-3	105	17.5	95.9	5.0	1.0	14.0	35.0	33.3	24.3	9.2	7145.0
VIENNA INTER	4-6	89	22.3	96.7	3.0	1.0	6.9	42.5	0.0	21.0	9.2	7145.0
CAMBRIDGE JR HIGH	9	304	15.2	92.9	18.0	2.0	9.0	21.5	25.0	19.1	10.5	7966.0
MACES LANE SR JR	7-8	622	17.0	93.5	34.5	2.0	12.9	13.0	16.4	20.9	10.5	7966.0
N. DORCHESTER SR JR	7-12	1036	18.5	90.0	53.0	3.0	8.2	20.3	16.1	22.1	9.9	8121.0
S. DORCHESTER SR JR	7-12	177	11.1	94.8	14.0	2.0	9.7	26.5	18.7	20.0	8.9	5697.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

DORCHESTER COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ACADEMY ELEM	5	91.2	4.45	4.41	+.04	4.65	4.53	+.12	4.96	4.75	+.21	4.82	4.81	+.01
APPLEBY	3	92.5	2.78	3.05	-.27	2.79	3.09	-.30	3.56	3.48	+.08	3.05	3.21	-.16
CRAPO	3 5	84.1 88.0	2.60 5.07	2.49 4.02	+.11 +1.05 *	3.22 5.12	2.51 4.17	+.71 * +.95 *	3.35 5.43	2.93 4.51	+.42 +.92 *	2.82 4.89	2.76 4.56	+.06 +.33
EAST CAMBRIDGE	3 5	87.2 92.2	3.16 4.29	2.74 4.47	+.42 -.18	3.04 4.38	2.76 4.59	+.28 -.21	3.45 4.71	3.16 4.82	+.69 * -.11	3.26 4.62	2.94 4.87	+.32 -.25
EAST NEW MARKET	3 5	94.1 93.2	3.37 4.79	3.12 4.52	+.25 +.27	3.41 4.77	3.18 4.64	+.23 +.13	4.35 5.51	3.56 4.90	+.79 * +.61	3.76 5.00	3.29 4.95	+.47 +.05
ELDORADO	3 5	99.4 105.8	3.78 5.46	3.44 5.38	+.34 +.08	3.62 5.78	3.53 5.53	+.09 +.25	3.82 6.35	3.89 5.74	-.07 +.61	3.73 5.50	3.57 5.77	+.16 -.27
GLASGOW	3	92.1	3.16	3.03	+.13	3.21	3.07	+.14	3.64	3.46	+.18	3.29	3.19	+.10
HOOPERS ISLAND	3 5	100.3 86.6	2.87 3.39	3.42 3.92	-.55 * -.53	3.27 4.24	3.55 4.09	-.28 +.15	4.60 4.57	3.92 4.37	+.68 * +.20	3.26 4.49	3.57 4.43	-.31 +.06
HUDSON	3 5	97.9 103.0	3.94 5.73	3.35 5.16	+.59 * +.57	4.06 5.96	3.43 5.31	+.63 * +.65 *	4.94 6.30	3.80 5.53	+1.14 * +.77 *	3.53 5.24	3.48 5.56	+.05 -.32
HURLOCK PRIMARY	3	88.3	2.79	2.79	+.00	3.05	2.81	+.24	3.52	3.21	+.31	3.02	3.00	+.02
HURLOCK INTER	5	91.0	4.19	4.37	-.18	4.42	4.48	-.06	4.74	4.76	-.02	4.57	4.80	-.23
PEACH BLOSSOM	5	91.2	5.15	4.41	+.74 *	5.23	4.53	+.70 *	5.09	4.75	+.34	4.89	4.81	+.08
TAYLORS ISLAND	3 5	112.0 101.3	3.43 5.60	4.10 4.93	-.67 * +.67 *	3.57 5.20	4.29 5.12	-.72 * +.08	4.07 5.63	4.63 5.37	-.56 +.26	3.70 5.23	4.18 5.41	-.48 -.18
VIENNA PRIMARY	3	95.4	3.39	3.16	+.23	3.75	3.23	+.52	4.58	3.62	+.96 *	3.52	3.34	+.18
VIENNA INTER	5	86.8	4.56	4.01	+.55	4.61	4.13	+.48	4.74	4.45	+.29	4.78	4.50	+.28
CAMBRIDGE JR HIGH	9	96.0	7.70	7.79	-.09	7.95	7.71	+.24	7.98	7.84	+.14	8.00	8.03	-.03
MACES LANE SR JR	7	94.8	6.10	6.22	-.12	6.33	6.33	+.00	6.40	6.47	-.07	6.55	6.66	-.11
N. DORCHESTER SR JR	7 9	91.8 92.0	5.72 7.15	5.94 7.41	-.22 -.26	6.10 7.47	6.07 7.29	+.03 +.18	6.24 7.50	6.27 7.53	-.03 -.03	6.38 7.66	6.47 7.66	-.09 +.00
S. DORCHESTER SR JR	7 9	95.5 94.6	6.59 7.18	6.29 7.49	+.30 -.31	6.56 7.67	6.42 7.58	+.14 +.09	7.16 8.23	6.53 7.67	+.63 +.56	6.62 8.09	6.83 7.90	-.21 +.19

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ACADEMY ELEM	5	91.2	4.45	4.41	+.04	4.65	4.53	+.12	4.96	4.75	+.21	4.82	4.81	+.01
APPLEBY	3	92.5	2.78	3.06	-.28	2.79	3.10	-.31	3.56	3.48	+.08	3.05	3.22	-.17
CHAPO	3	84.1	2.60	2.52	+.08	3.22	2.54	+.68 *	3.35	2.96	+.39	2.82	2.76	+.06
	5	88.0	5.07	4.13	+.94 *	5.12	4.27	+.85 *	5.43	4.51	+.92 *	4.89	4.57	+.32
EAST CAMBRIDGE	3	87.2	3.16	2.72	+.44	3.04	2.75	+.29	3.85	3.15	+.70 *	3.26	2.93	+.33
	5	92.2	4.29	4.50	-.21	4.38	4.61	-.23	4.71	4.83	-.12	4.62	4.88	-.26
EAST NEW MARKET	3	94.1	3.37	3.16	+.21	3.41	3.21	+.20	4.35	3.58	+.77 *	3.76	3.31	+.45 *
	5	93.2	4.79	4.58	+.21	4.77	4.69	+.08	5.51	4.90	+.61	5.00	4.96	+.04
ELDORADO	3	99.4	3.78	3.50	+.28	3.62	3.56	+.06	3.82	3.91	-.09	3.73	3.60	+.13
	5	105.8	5.46	5.67	-.21	5.78	5.71	+.07	6.35	5.86	+.49	5.50	5.89	-.39
GLASGOW	3	92.1	3.16	3.04	+.12	3.21	3.08	+.13	3.64	3.46	+.18	3.29	3.20	+.09
HOOPERS ISLAND	3	100.3	2.87	3.56	-.69 *	3.27	3.62	-.35	4.60	3.97	+.63 *	3.26	3.65	-.39
	5	86.6	3.39	4.01	-.62	4.24	4.16	+.08	4.57	4.40	+.17	4.49	4.46	+.03
HUDSON	3	97.9	3.94	3.41	+.53	4.06	3.46	+.60 *	4.94	3.82	+1.12 *	3.53	3.52	+.01
	5	103.0	5.73	5.42	+.31	5.96	5.48	+.48	6.30	5.65	+.65	5.24	5.68	-.44
HURLOCK PRIMARY	3	88.3	2.79	2.79	+.00	3.05	2.82	+.23	3.52	3.22	+.30	3.02	2.99	+.03
HURLOCK INTER	5	91.0	4.19	4.39	-.20	4.42	4.51	-.09	4.74	4.74	+.00	4.57	4.79	-.22
PEACH BLOSSOM	5	91.2	5.15	4.41	+.74 *	5.23	4.53	+.70 *	5.09	4.75	+.34	4.89	4.81	+.08
TAYLORS ISLAND	3	112.0	3.43	4.31	-.88 *	3.57	4.40	-.83 *	4.07	4.70	-.63 *	3.70	4.29	-.59 *
	5	101.3	5.60	5.28	+.32	5.20	5.34	-.14	5.63	5.52	+.11	5.23	5.56	-.33
VIENNA PRIMARY	3	95.4	3.39	3.25	+.14	3.75	3.29	+.46	4.58	3.66	+.92 *	3.52	3.38	+.14
VIENNA INTER	5	86.8	4.56	4.03	+.53	4.61	4.17	+.44	4.74	4.42	+.32	4.78	4.48	+.30
CAMBRIDGE JR HIGH	9	96.0	7.70	7.91	-.21	7.95	7.73	+.22	7.98	7.92	+.06	3.00	8.06	-.06
MACES LANE SR JR	7	94.8	6.10	6.24	-.14	6.33	6.34	-.01	6.40	6.49	-.09	6.55	6.67	-.12
N. DORCHESTER SR JR	7	91.8	5.72	5.92	-.20	6.10	6.04	+.06	6.24	6.23	+.01	6.38	6.39	-.01
	9	92.0	7.15	7.45	-.30	7.47	7.26	+.21	7.50	7.52	-.02	7.66	7.63	+.03
S. DORCHESTER SR JR	7	95.5	6.59	6.32	+.27	6.56	6.41	+.15	7.16	6.56	+.60	6.62	6.73	-.11
	9	94.6	7.18	7.75	-.57	7.67	7.56	+.11	8.23	7.78	+.45	8.09	7.91	+.18

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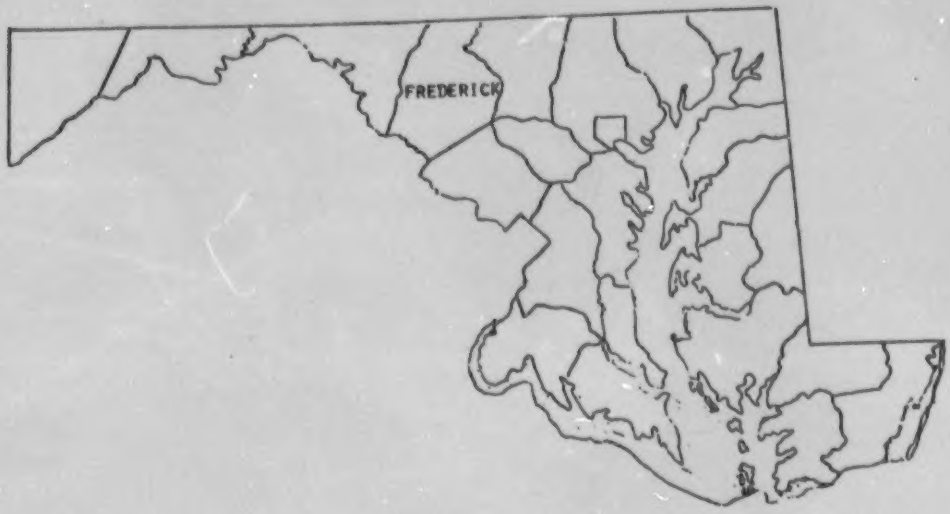
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.11 FREDERICK COUNTY

School System Goals and Objectives



A. Educational Accountability in Frederick County Schools. Many local Boards of Education in Maryland had policy statements and were implementing various forms of educational accountability before the State Educational Accountability law was passed. The school systems which were most advanced in this process had to change or modify their procedures more drastically than those systems that had no formal accountability.

Educational accountability in the Frederick County schools is conceived in three parts.

1. Maximum Standards - Our goals, aspirations, ideals, and hopes for children and education
2. Optimum Standards - Our realistic objectives, expectations, wants and desires for children and education
3. Minimum Standards - Our barest certification, tolerances, acceptances, and justifications for children and education

As a result of a Minimum Standards Resolution passed by the Board of Education of Frederick County, September 8, 1971, a set of measurable Minimum Standards were established in the areas of:

1. Basic learning skills, (including but not limited to reading, writing, arithmetic, listening and problem solving)

2. Occupational skills (each graduate to have a salable proficiency in a vocational skill, including precollegiate preparation)

3. Cultural and environmental understandings (including but not limited to science, ecology, health and safety, physical fitness, music, art, drama and dance, and socialization)

Frederick County currently has a process that measures these learnings for all students. To measure these Minimum Standards and the Optimum Standards in certain areas, all major tests were reviewed with particular attention to the relationship between the test and our stated Frederick County School objectives and curriculum. It was determined that the Metropolitan Achievement Tests best fit our school system. A professional staff was employed, computer systems were developed, and a massive inservice was begun in the county schools to implement this part of our accountability system.

Whereas Minimum Standards were conceptualized as a minimum expectation for individual students and a minimum promise of our school system to each student, Optimum Standards were conceptualized as standards for groups of students to measure the effect of school curriculum on students. For this evaluation task, and criterion reference testing, along with teacher checklists and professional certification were used as part of the evaluation system for accountability.

The Maximum Standards are our goals and aspirations for students and we are generally stated in our philosophy and are not directly measurable. We assume that movement towards our objectives means movement toward our goals.

B. Frederick County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Frederick County has developed the following Local System Goals:

In Reading, students upon completion of their elementary-secondary school reading program should:

1.A. Be able to identify purposes for using print and nonprint materials.

1.B. Be able to select from a wide variety of available print and nonprint materials those which are suitable in level of difficulty and in content.

2.A. Be able to identify and apply a system they can use for recognizing words and determining their appropriate meaning for those words. Such a system could include use of pictures, context, structural, phonic, and authority (i.e., glossary, dictionary, peer) clues.

2.B. Be able to instantly and consistently pronounce many words and identify meanings appropriate to the context.

3.A. Be able to determine the meaning of a communication by identifying the style, purpose, patterns of organization (simple listing, time-space sequence, cause-effect, comparison-contrast), and style used by the author.

3.B. Be able to use their own experiences and knowledge of the content to ask questions or use questions asked by others which cause them to think literally, (i.e., reading the lines), critically, (i.e., reading between the lines), and creatively (i.e., reading beyond the lines) about the content and find suitable answers to those questions.

4.A. Be able to follow directions.

4.B. Be able to locate reference materials.

4.C. Be able to gain information from selected references.

4.D. Be able to interpret and complete forms.

5. Have a positive attitude towards reading indicated by an interest in reading and a desire to read.

In Writing, each student:

1.A. Records his thoughts and feelings for his own use, observing appropriate conventions of writing.

1.B. Communicates his thoughts and feelings to others, observing appropriate conventions of writing.

2.A. Writes in a social situation, observing appropriate conventions of writing.

2.B. Writes in a business or vocational situation, observing the appropriate conventions of writing.

2.C. Writes in a scholastic situation, observing appropriate conventions of writing.

3.A. Demonstrates the necessity of writing for a variety of personal and social needs.

3.B. Writes to fulfill personal and social needs.

In Mathematics, each Frederick County student, commensurate with his ability and upon completion of the required mathematics courses should:

1.A. Demonstrate the ability to count

1.B. Recall mathematical facts

1.C. Identify mathematical symbols

1.D. Have a knowledge of mathematical terms

1.E. Identify geometric shapes

2.A. Perform the operation of addition

2.B. Perform the operation of subtraction

2.C. Perform the operation of multiplication

2.D. Perform the operation of division

2.E. Solve simple equations

2.F. Solve simple inequalities

2.G. Use measuring devices

2.H. Perform geometric constructions

2.I. Use charts and tables

3.A. Understand the concept of number

3.B. Translate a verbal statement to a mathematical symbolic equivalent

3.C. Translate a mathematical statement to verbal equivalent

3.D. Understand that various procedures exist for the solving of a problem

3.E. Translate a mathematical statement to a physical model

3.F. Understand the application of a physical model to a mathematical equivalent

3.G. Interpret charts, tables and data

4.A. Analyze and select the processes necessary to determine the solution of a problem

4.B. Acquire the ability to follow a logical development of a solution to a problem

4.C. Solve and test reasonableness of result

4.D. Test accuracy of a solution of the problem

5.A. Recognize a problem, state the problem, formulate hypothesis, and ascertain if the problem has a unique solution

5.B. Make a judgement of the conditions and determine if the conditions are sufficient for proving or disproving the problem

6.A. Recognize the importance of mathematics in the progress of civilization

6.B. Gain satisfaction from using mathematics

6.C. Be able to use the contents and techniques of mathematics

6.D. Actively seek participation in and further development of his mathematical skills

C. Comments on the Accountability Assessment Program Results:
The State testing program would have completely upset the entire local accountability system, so after negotiation with the Maryland State Department of Education, Frederick County was allowed to use random sampling as a procedure for testing. While retaining

the Metropolitan Achievement Tests for local accountability, we randomly sampled thirty students per grade per school and the Iowa Tests of Basic Skills, its content and format, our students did not have that advantage. Most of the other Maryland school systems have had the opportunity over the years to adjust their curriculum to the objectives of the test. The use of unadjusted socio-economic information nearly five years old may be more accurate for systems which have a lower growth rate than Frederick County. The use of a nonverbal I.Q. score to predict academic achievement may change our traditional notions of academic achievement for we have traditionally used a verbal I.Q. score for such predictions. Important variables such as percentage of grade retention of students were not considered as part of the regression analysis of test results. These are just some of the testing problems that need to be considered in analysis of the test data presented in the State Accountability Report.

All levels of the Frederick County School system have carefully considered the results from the State Accountability testing and steps are being taken to overcome the discrepancies indicated. In some cases it was easy to determine the probable cause of discrepancies but in other cases, where the information was not verifiable by any other available data, we are still in the process of discovering what needs to be done. We hope that those who read and use this report will consider it as more the establishment of base line information than as an accurate comparative evaluation of the schools in Maryland.

D. Comments on Assessment Results Other Than Those of the State Accountability Assessment Program: The following is a presentation of some data from Frederick County's Accountability System. It presents a quite different picture of the schools and the school system and cannot be directly related to State Accountability testing because of differences in the test format, procedure, and reporting format. The purpose, which is accountability, is the only thing they have in common. Action based on the two sets of data would be quite different.

FREDERICK COUNTY
GRADE 1 METROPOLITAN ACHIEVEMENT TEST ELEMENTARY PRIMARY I SPRING 1974
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

Name	Number	Word Know.	Stanine	Reading	Stanine	Total Reading	Stanine	Total Math	Stanine
County	1524	24	5	24	6	48	6	39	5
Carroll Manor	52	18	4	18	5	37	4	29	4
Parkway	40	26	6	29	7	56	6	43	6
South Frederick	69	23	5	22	6	46	5	31	4
East Frederick	74	20	4	20	5	40	5	37	5
Elm Street	78	19	4	19	5	38	5	33	4
North Frederick	78	26	6	27	6	54	6	44	6
Middletown	68	23	5	22	6	45	5	38	5
Emmitsburg	33	18	4	20	5	38	5	36	5
Wolfsville	42	20	4	19	5	40	5	35	5
Urbana	64	24	5	26	6	50	6	37	5
Liberty	49	25	5	25	6	51	6	30	4
New Market	59	20	4	19	5	39	5	39	5
Green Valley	112	26	6	25	6	51	6	40	5
Sabillasville	28	21	5	20	5	42	5	37	5
Woodsboro	27	20	4	18	5	39	5	36	5
New Midway	28	24	5	23	6	47	6	36	5
Valley	83	23	5	22	6	46	5	41	5
Thurmont Elem.	96	28	6	31	7	59	7	43	6
Myersville	46	26	6	24	6	50	6	38	5
Lewistown	70	28	6	28	7	57	6	43	6
Yellow Springs	50	24	5	25	6	49	6	43	6
Waverley	100	24	5	22	6	46	5	41	5
Brunswick	92	25	5	23	6	48	6	38	5
Walkersville	68	27	6	28	7	55	6	47	6

GRADE 4 METROPOLITAN ACHIEVEMENT TEST ELEMENTARY I SPRING 1974
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

Name	Number	Word Know.	Stanine	Reading	Stanine	Lang.	Stanine	Total Math	Stanine
County	1781	33	4	27	5	28	4	75	4
Carroll Manor	45	31	4	25	4	27	4	74	4
Parkway	53	36	5	30	5	34	5	85	5
South Frederick	95	26	3	20	3	20	3	55	3
East Frederick	87	27	3	22	4	21	3	60	3
Elm Street	94	31	4	24	4	24	4	68	4
North Frederick	97	36	5	29	5	30	5	81	5
Middletown	85	36	5	28	5	27	4	79	5
Emmitsburg	47	32	4	25	4	26	4	.75	4
Wolfsville	35	37	5	28	5	25	4	78	4
Urbana	64	29	4	24	4	22	4	65	4
Liberty	89	30	4	24	4	25	4	67	4
New Market	83	33	4	27	5	30	5	79	5
Green Valley	97	35	5	28	5	29	4	77	4
Sabillasville	40	33	4	26	5	27	4	76	4
Woodsboro	40	33	4	25	4	27	4	74	4
New Midway	29	28	3	24	4	24	4	69	4
Valley	81	34	4	29	5	29	4	72	4
Thurmont Elem.	131	36	5	29	5	33	5	85	5
Myersville	48	37	5	31	5	29	4	75	4
Lewistown	67	34	4	28	5	28	4	75	4
Yellow Springs	65	38	5	31	5	32	5	88	5

GRADE 4 - METROPOLITAN ACHIEVEMENT TEST - Continued

Name	Number	Word Know.	Stanine	Reading	Stanine	Lang.	Stanine	Total Math	Stanine
County	1781	33	4	27	5	28	4	75	4
Waverley	121	38	5	29	5	32	5	81	5
Brunswick	98	35	5	27	5	29	4	81	5
Walkersville	88	36	5	30	5	31	5	82	5

GRADE 5 METROPOLITAN ACHIEVEMENT TEST INTERMEDIATE SPRING 1974
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

Name	Number	Word Know.	Stanine	Reading	Stanine	Lang.	Stanine	Total Math	Stanine
County	1742	25	5	22	5	48	5	55	5
Carroll Manor	61	22	4	18	4	40	4	52	5
Parkway	64	30	5	26	5	59	6	67	6
South Frederick	96	18	3	17	4	35	4	40	3
East Frederick	89	21	4	17	4	36	4	41	3
Elm Street	88	20	4	18	4	38	4	42	4
North Frederick	90	31	5	27	6	64	6	72	6
Middletown	66	27	5	22	5	47	5	58	5
Emmitsburg	52	21	4	18	4	40	4	51	4
Wolfsville	31	25	5	21	5	40	4	50	4
Urbana	59	22	4	19	4	41	4	50	4
Liberty	81	23	4	20	4	43	4	50	4
New Market	89	24	4	21	5	52	5	59	5
Green Valley	95	27	5	23	5	48	5	54	5
Woodsboro	46	26	5	23	5	51	5	54	5
New Midway	24	26	5	22	5	50	5	64	5
Valley	68	29	5	25	5	59	6	52	5
Thurmont Middle	159	27	5	23	5	51	5	59	5
Myersville	61	28	5	24	5	49	5	53	5
Lewistown	67	25	5	20	4	41	4	49	4
Yellow Springs	70	29	5	25	5	57	5	64	5
Waverley	116	27	5	24	5	50	5	54	5
Brunswick	94	24	4	21	5	47	5	57	5
Walkersville	76	29	5	25	5	57	5	68	6

GRADE 8 METROPOLITAN ACHIEVEMENT TEST ADVANCED SPRING 1974
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

Name	Number	Word Know.	Stanine	Reading	Stanine	Lang.	Stanine	Total Math	Stanine
County	1602	29	5	25	5	48	4	65	4
West Frederick	361	28	4	23	4	40	4	61	4
Thomas Johnson	397	31	5	26	5	51	5	66	5
Middletown	182	31	5	26	5	52	5	67	5
Emmitsburg	37	25	4	22	4	41	4	61	4
Linganore	151	31	5	27	5	50	5	70	5
Thurmont Middle	199	29	5	26	5	50	5	64	4
Brunswick	144	27	4	22	4	42	4	58	4
Walkersville	131	31	5	26	5	53	5	77	5

FREDERICK COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
84,927	$9,550	23.3

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
21,922	$10,677	$18,278	9.5	17.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
25.8	20.8	94.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$890.91	$670.25	75.6	$28.17

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.1	$5.15	0.6

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1740	40.06	24	100.0	16.52	3.34	1.13
	5	1770	38.42	23	100.5	16.83	5.04	1.57
	7	1827	12.75	8	100.2	16.06	6.80	1.88
	9	1809	10.89	7	99.8	16.31	8.10	2.20
(2) READING COMPRE-HENSION	3	1740	40.06	24	100.0	16.52	3.45	1.21
	5	1770	38.42	23	100.5	16.83	5.11	1.54
	7	1827	12.75	8	100.2	16.06	6.92	1.72
	9	1809	10.89	7	99.8	16.31	8.38	1.75
(3) SPELLING	3	1740	40.06	24	100.0	16.52	3.89	1.44
	5	1770	38.42	23	100.5	16.83	5.23	1.89
	7	1827	12.75	8	100.2	16.06	6.79	2.25
	9	1809	10.89	7	99.8	16.31	7.92	2.40
(4) CAPITAL-IZATION	3	1740	40.06	24	100.0	16.52	3.72	1.30
	5	1770	38.42	23	100.5	16.83	5.24	1.68
	7	1827	12.75	8	100.2	16.06	6.77	2.09
	9	1809	10.90	7	99.8	16.31	8.06	2.40
(5) PUNCTUATION	3	1740	40.06	24	100.0	16.52	3.85	1.34
	5	1770	38.42	23	100.5	16.83	5.17	1.71
	7	1827	12.75	8	100.2	16.06	6.75	2.08
	9	1809	10.89	7	99.8	16.31	7.71	2.35

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

FREDERICK COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1740	40.06	24	100.0	16.52	3.37	1.36
	5	1770	38.42	23	100.5	16.83	5.05	1.73
	7	1827	12.75	8	100.2	16.06	6.75	2.19
	9	1809	10.89	7	99.8	16.31	7.90	2.36
(7) LANGUAGE TOTAL	3	1740	40.06	24	100.0	16.52	3.71	1.20
	5	1770	38.42	23	100.5	16.83	5.17	1.57
	7	1827	12.75	8	100.2	16.06	6.76	1.92
	9	1809	10.89	7	99.8	16.31	7.90	2.12
(8) MATHEMATICAL CONCEPTS	3	1740	40.06	24	100.0	16.52	3.49	1.05
	5	1770	38.42	23	100.5	16.83	5.62	1.55
	7	1827	12.75	8	100.2	16.06	7.23	1.70
	9	1809	10.89	7	99.8	16.31	8.56	2.00
(9) MATHEMATICAL PROBLEMS	3	1740	40.06	24	100.0	16.52	3.40	1.13
	5	1770	38.42	23	100.5	16.83	5.25	1.38
	7	1827	12.75	8	100.2	16.06	7.04	1.63
	9	1809	10.89	7	99.8	16.31	8.21	2.01
(10) MATHEMATICAL TOTAL	3	1740	40.06	24	100.0	16.52	3.44	1.04
	5	1770	38.42	23	100.5	16.83	5.44	1.39
	7	1827	12.75	8	100.2	16.06	7.14	1.56
	9	1809	10.89	7	99.8	16.31	8.38	1.90

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BRUNSWICK	K-6	525	20.8	95.3	24.2	1.0	10.7	23.0	15.1	7.9	10.8	8462.0
CARROLL MANOR	K-6	370	21.9	95.4	15.9	1.0	9.2	8.5	26.6	9.5	11.2	8575.0
EAST FREDERICK	K-4	552	20.6	94.3	24.8	2.0	8.6	23.3	21.6	15.5	11.2	9581.0
ELM STREET	K-6	588	20.3	95.1	27.0	2.0	12.0	26.7	25.9	22.9	11.6	9842.0
GREEN VALLEY	K-6	725	22.6	94.2	31.1	1.0	5.8	6.0	18.1	10.5	11.1	9238.0
LEWISTOWN	K-6	465	22.1	95.6	20.0	1.0	7.4	10.0	21.4	7.2	10.8	9178.0
LIBERTY	K-6	501	24.1	96.6	18.8	2.0	11.7	30.0	14.4	7.2	10.7	8977.0
MIDDLETOWN	K-6	493	22.4	96.5	21.0	1.0	10.0	24.6	50.0	2.1	11.7	10805.0
MYERSVILLE	K-6	368	22.5	98.1	13.6	1.0	14.5	19.5	39.7	7.7	11.2	8881.0
NEW MARKET	K-6	534	23.5	96.3	21.7	1.0	10.1	15.5	25.1	9.9	11.4	8890.0
NEW MIDWAY	K-6	189	17.8	95.7	9.6	1.0	8.5	16.0	26.4	7.7	10.1	9045.0
NORTH FREDERICK	K-6	668	21.8	94.5	28.6	2.0	11.0	24.5	19.6	2.6	11.6	9853.0
PARKWAY	K-6	347	20.1	96.4	16.3	1.0	10.8	11.0	8.7	6.8	11.6	9842.0
SABILLASVILLE	K-4	163	19.9	97.2	7.2	1.0	9.3	8.0	12.2	10.3	10.1	8145.0
SOUTH FREDERICK	K-6	593	19.7	94.9	27.1	3.0	10.6	17.6	13.3	20.6	11.4	9661.0
THURMONT	K-4	600	22.3	95.2	24.9	2.0	12.5	26.3	25.7	8.8	10.4	9397.0
URBANA	K-6	465	22.9	96.6	19.3	1.0	7.4	12.0	20.2	8.3	11.9	10902.0
VALLEY	K-6	506	19.3	96.4	24.2	2.0	17.2	16.9	26.7	5.2	9.7	8814.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

FREDERICK COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BRUNSWICK	3	105.4	3.65	3.79	-.14	3.70	3.91	-.21	3.95	4.26	-.41	3.87	3.98	-.01
	5	96.1	4.55	4.77	-.22	4.71	4.89	-.18	4.57	5.09	-.52	5.12	5.14	-.02
CARROLL MANOR	3	95.9	3.24	3.27	-.03	3.50	3.33	+.17	3.46	3.70	-.04	3.67	3.40	+.27
	5	93.9	4.73	4.65	+.08	4.40	4.77	-.37	4.63	4.94	-.31	5.07	4.99	+.08
EAST FREDERICK	3	94.9	2.93	3.22	-.29	3.00	3.27	-.21	3.25	3.64	-.39	3.14	3.35	-.21
	5	95.1	4.27	4.76	-.49	4.30	4.86	-.50	4.21	5.05	-.84 *	4.66	5.10	-.44
ELM STREET	3	96.6	3.13	3.33	-.20	3.22	3.39	-.17	3.35	3.75	-.40	3.10	3.45	-.35
	5	95.3	4.44	4.81	-.37	4.35	4.90	-.55	4.31	5.06	-.75 *	4.95	5.12	-.17
GREEN VALLEY	3	102.2	3.39	3.63	-.24	3.62	3.72	-.10	3.69	4.07	-.38	3.34	3.72	-.38
	5	102.7	5.16	5.24	-.08	5.32	5.36	-.04	5.52	5.55	-.03	5.59	5.59	+.00
LEWISTOWN	3	97.6	3.78	3.36	+.42	3.69	3.42	+.27	4.02	3.79	+.23	3.65	3.49	+.16
	5	91.4	5.06	4.48	+.58	4.92	4.58	+.34	4.86	4.79	+.07	5.01	4.85	+.16
LIBERTY	3	99.3	3.08	3.45	-.37	3.23	3.53	-.30	3.36	3.89	-.53	3.10	3.57	-.47 *
	5	100.9	5.05	5.09	-.04	5.13	5.21	-.08	5.07	5.43	-.36	5.16	5.47	-.31
MIDDLETOWN	3	100.1	3.23	3.54	-.31	3.26	3.61	-.35	3.56	3.96	-.40	3.28	3.63	-.35
	5	104.9	5.19	5.48	-.29	5.00	5.57	-.57	5.41	5.74	-.33	5.64	5.77	-.13
MYERSVILLE	3	99.3	3.19	3.46	-.27	3.28	3.54	-.26	3.54	3.90	-.36	3.09	3.57	-.48 *
	5	104.7	5.47	5.37	+.10	5.63	5.50	+.13	5.42	5.68	-.26	5.29	5.71	-.42
NEW MARKET	3	92.5	3.40	3.09	+.31	3.39	3.12	+.27	3.75	3.50	+.25	3.41	3.23	+.18
	5	98.4	4.71	4.97	-.26	5.33	5.08	+.25	5.45	5.25	+.20	5.63	5.30	+.33
NEW MIDWAY	3	105.0	3.43	3.75	-.32	3.72	3.86	-.14	3.97	4.21	-.24	3.75	3.85	-.10
	5	100.6	4.92	5.04	-.12	5.25	5.15	+.10	5.20	5.42	-.22	5.53	5.45	+.08
NORTH FREDERICK	3	104.5	3.28	3.78	-.50	3.46	3.88	-.42	3.81	4.22	-.41	3.72	3.85	-.13
	5	110.0	5.76	5.78	-.02	5.74	5.89	-.15	5.98	6.06	-.08	6.09	6.08	+.01
PARKWAY	3	104.2	3.47	3.76	-.29	3.78	3.86	-.08	4.05	4.20	-.15	3.50	3.83	-.33
	5	107.7	5.52	5.62	-.10	5.80	5.74	+.06	5.89	5.90	-.01	6.23	5.93	+.30
SABILLASVILLE	3	99.8	3.55	3.45	+.10	3.63	3.54	+.09	3.94	3.90	+.04	3.47	3.58	-.11
SOUTH FREDERICK	3	91.2	2.80	3.02	-.22	2.82	3.04	-.22	3.27	3.42	-.15	2.89	3.17	-.28
	5	92.7	3.88	4.62	-.74 *	4.09	4.71	-.62 *	4.20	4.88	-.68 *	4.31	4.94	-.63 *
THURMONT	3	104.3	3.76	3.72	+.04	3.83	3.83	+.00	4.02	4.18	-.16	3.92	3.92	+.00
URBANA	3	94.7	3.15	3.25	-.10	3.16	3.28	-.12	3.72	3.64	+.08	3.46	3.36	+.10
	5	95.5	5.16	4.88	+.28	5.10	4.95	+.15	5.01	5.10	-.09	5.28	5.15	+.13
VALLEY	3	97.2	3.52	3.29	+.23	3.68	3.36	+.32	3.90	3.73	+.17	3.48	3.45	+.03
	5	102.6	5.49	5.14	+.35	5.59	5.26	+.33	5.57	5.56	+.01	5.48	5.58	-.10

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

FREDERICK COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BRUNSWICK	3	105.4	3.65	3.89	-.24	3.70	3.96	-.26	3.85	4.29	-.44	3.87	3.93	-.06
	5	96.1	4.55	4.83	-.28	4.71	4.92	-.21	4.57	5.12	-.55	5.12	5.17	-.05
CARROLL MANOR	3	95.9	3.24	3.28	-.04	3.50	3.33	+.17	3.66	3.69	-.03	3.67	3.41	+.26
	5	93.9	4.73	4.64	+.09	4.40	4.75	-.35	4.63	4.96	-.33	5.07	5.01	+.06
EAST FREDERICK	3	94.9	2.93	3.22	-.29	3.06	3.26	-.20	3.25	3.63	-.38	3.14	3.35	-.21
	5	95.1	4.27	4.74	-.47	4.36	4.84	-.48	4.21	5.05	-.84 *	4.66	5.10	-.44
ELM STREET	3	96.6	3.13	3.32	-.19	3.22	3.37	-.15	3.35	3.74	-.39	3.10	3.45	-.35
	5	95.3	4.44	4.76	-.32	4.35	4.86	-.51	4.31	5.06	-.75 *	4.95	5.11	-.16
GREEN VALLEY	3	102.2	3.39	3.68	-.29	3.62	3.75	-.13	3.69	4.09	-.40	3.34	3.75	-.41
	5	102.7	5.16	5.40	-.24	5.32	5.46	-.14	5.52	5.62	-.10	5.59	5.66	-.07
LEWISTOWN	3	97.6	3.78	3.39	+.39	3.69	3.44	+.25	4.02	3.80	+.22	3.65	3.50	+.15
	5	91.4	5.06	4.43	+.63	4.92	4.54	+.38	4.86	4.77	+.09	5.01	4.82	+.19
LIBERTY	3	99.3	3.08	3.50	-.42	3.23	3.55	-.32	3.36	3.91	-.55	3.10	3.59	-.49 *
	5	100.9	5.05	5.24	-.19	5.13	5.31	-.18	5.07	5.49	-.42	5.16	5.53	-.37
MIDDLETOWN	3	100.1	3.23	3.55	-.32	3.26	3.61	-.35	3.56	3.96	-.40	3.28	3.64	-.36
	5	104.9	5.19	5.59	-.40	5.00	5.63	-.63 *	5.41	5.79	-.38	5.64	5.82	-.18
MYERSVILLE	3	99.3	3.19	3.50	-.31	3.28	3.55	-.27	3.54	3.91	-.37	3.09	3.59	-.50 *
	5	104.7	5.47	5.57	-.10	5.63	5.62	+.01	5.42	5.78	-.36	5.29	5.81	-.52
NEW MARKET	3	92.5	3.40	3.06	+.34	3.39	3.10	+.29	3.75	3.48	+.27	3.41	3.22	+.19
	5	98.4	4.71	5.03	-.32	5.33	5.11	+.22	5.45	5.30	+.15	5.63	5.34	+.29
NEW MIDWAY	3	105.0	3.43	3.86	-.43	3.72	3.93	-.21	3.97	4.26	-.29	3.75	3.91	-.16
	5	100.6	4.92	5.22	-.30	5.25	5.29	-.04	5.20	5.47	-.27	5.53	5.51	+.02
NORTH FREDERICK	3	104.5	3.28	3.83	-.55 *	3.46	3.90	-.44	3.81	4.23	-.42	3.72	3.88	-.16
	5	110.0	5.76	6.03	-.27	5.74	6.04	-.30	5.98	6.18	-.20	6.09	6.20	-.11
PARKWAY	3	104.2	3.47	3.81	-.34	3.78	3.88	-.10	4.05	4.21	-.16	3.50	3.86	-.36
	5	107.7	5.52	5.83	-.31	5.80	5.86	-.06	5.89	6.00	-.11	6.23	6.03	+.20
SABILLASVILLE	3	99.8	3.55	3.53	+.02	3.63	3.59	+.04	3.94	3.94	+.00	3.47	3.62	-.15
SOUTH FREDERICK	3	91.2	2.80	2.98	-.18	2.82	3.02	-.20	3.27	3.40	-.13	2.89	3.15	-.26
	5	92.7	3.88	4.54	-.66	4.09	4.65	-.56	4.20	4.87	-.67	4.31	4.92	-.61 *
THURMONT	3	104.3	3.76	3.82	-.06	3.83	3.89	-.06	4.02	4.22	-.20	3.82	3.87	-.05
URBANA	3	94.7	3.15	3.20	-.05	3.16	3.25	-.09	3.72	3.62	+.10	3.46	3.34	+.12
	5	95.5	5.16	4.78	+.38	5.10	4.87	+.23	5.01	5.08	-.07	5.28	5.13	+.15
VALLEY	3	97.2	3.52	3.36	+.16	3.68	3.41	+.27	3.90	3.78	+.12	3.48	3.48	+.00
	5	102.6	5.49	5.39	+.10	5.59	5.45	+.14	5.57	5.62	-.05	5.48	5.65	-.17

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WALKERSVILLE	K-6	466	20.9	97.3	21.3	1.0	8.5	16.0	22.0	7.7	11.4	10644.0
WAVERLY	K-6	781	23.3	96.7	31.5	2.0	5.3	13.7	20.9	2.8	12.3	11390.0
WOLFSVILLE	K-6	230	20.2	97.3	10.4	1.0	13.6	8.0	23.7	1.7	9.8	8850.0
WOODSBURO	K-6	226	20.0	96.3	10.3	1.0	10.1	4.0	26.3	11.0	9.6	8910.0
YELLOW SPRINGS	K-6	433	21.3	97.1	19.3	1.0	9.0	23.0	21.7	3.2	12.1	10505.0
BRUNSWICK JR SR	6-12	1065	19.9	93.3	51.6	2.0	10.3	9.0	23.3	7.0	10.6	8553.0
EMMITSBURG	K-8	403	18.6	95.6	19.7	2.0	6.2	8.0	11.1	9.7	10.8	8535.0
THURMONT MIDDLE	5-8	704	20.9	96.6	31.7	2.0	9.8	14.5	30.3	9.4	10.3	9082.0
CATOCTIN	9-12	959	22.8	91.3	40.0	2.0	10.5	18.3	40.5	8.9	10.5	8915.0
GOV THOS JOHNSON SR JR	7-12	2600	20.4	93.3	122.6	5.0	9.7	14.4	38.0	8.1	11.9	10145.0
LINGANORE SR JR	7-12	1169	20.7	92.6	53.6	3.0	8.0	19.1	30.2	9.9	11.1	9008.0
MIDDLETOWN JR SR	7-12	1010	21.7	94.7	44.5	2.0	12.3	29.7	47.3	4.3	11.0	9754.0
WALKERSVILLE SR JR	7-12	786	20.4	95.2	36.6	2.0	10.6	32.0	39.1	10.3	10.7	9995.0
WEST FREDERICK JR	7-9	1233	20.6	93.2	57.3	2.5	7.7	15.2	19.4	14.0	11.4	9679.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(WALKERSVILLE - WEST FREDERICK JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

FREDERICK COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WALKERSVILLE	3	108.5	4.00	4.01	-.01	4.00	4.12	-.12	4.31	4.45	-.14	4.05	4.06	-.01
	5	108.2	5.40	5.67	-.27	5.61	5.77	-.16	5.61	5.96	-.35	6.16	5.99	+.17
WAVERLY	3	99.1	3.83	3.52	+.31	3.72	3.57	+.15	3.82	3.92	-.10	3.35	3.59	-.24
	5	101.9	5.45	5.34	+.11	5.35	5.42	-.07	5.64	5.54	+.10	5.75	5.58	+.17
WOLFSVILLE	3	97.5	2.97	3.31	-.34	3.11	3.38	-.27	3.38	3.75	-.37	3.18	3.47	-.29
	5	101.0	5.13	5.04	+.09	5.21	5.16	+.05	4.79	5.45	-.66	5.26	5.48	-.22
WOODSBORO	3	99.4	2.61	3.41	-.80 *	2.63	3.49	-.86 *	2.97	3.86	-.89 *	3.02	3.56	-.54 *
	5	98.9	5.12	4.89	+.23	5.30	5.00	+.30	5.31	5.31	+.00	5.29	5.34	-.05
YELLOW SPRINGS	3	109.5	3.84	4.09	-.25	4.22	4.21	+.01	4.35	4.54	-.19	3.80	4.11	-.31
	5	110.4	5.67	5.86	-.19	5.63	5.97	-.34	5.94	6.09	-.15	6.34	6.12	+.22
BRUNSWICK JR SR	7	94.7	6.13	6.22	-.09	6.55	6.33	+.22	5.95	6.47	-.52	6.69	6.66	+.03
	9	93.1	7.07	7.56	-.49	8.03	7.38	+.65	7.37	7.62	-.25	8.11	7.74	+.37
EMMITSBURG	3	100.9	3.09	3.54	-.45	3.18	3.63	-.45	3.59	3.99	-.40	3.53	3.65	-.12
	5	102.6	4.67	5.19	-.52	4.88	5.32	-.44	4.95	5.53	-.58	5.81	5.57	+.24
	7	98.7	6.95	6.63	+.32	7.27	6.71	+.56	7.27	6.79	+.48	7.34	7.01	+.33
THURMONT MIDDLE	5	95.4	5.18	4.71	+.47	4.91	4.82	+.09	5.48	5.07	+.41	5.46	5.11	+.35
	7	99.6	6.55	6.77	-.22	6.56	6.83	-.27	6.70	6.92	-.22	6.98	7.19	-.21
CATOCTIN	9	103.3	8.49	8.53	-.04	8.63	8.58	+.05	8.45	8.52	-.07	8.76	8.82	-.06
GOV THOS JOHNSON SR	7	105.0	7.26	7.28	-.02	7.46	7.31	+.15	7.36	7.29	+.07	7.56	7.52	+.04
	9	102.0	9.06	8.52	+.54	8.99	8.37	+.62	8.75	8.41	+.34	8.77	8.63	+.14
LINGANORE SR JR	7	99.6	6.86	6.72	+.14	6.89	6.79	+.10	6.52	6.86	-.34	6.92	7.08	-.16
	9	98.9	7.94	8.14	-.20	8.18	8.04	+.14	7.57	8.12	-.55	8.16	8.33	-.17
MIDDLETOWN JR SR	7	103.7	7.49	7.18	+.31	7.21	7.22	-.01	7.21	7.24	-.03	7.63	7.51	+.12
	9	100.5	8.30	8.33	-.03	8.26	8.25	+.01	7.92	8.31	-.39	8.52	8.53	-.01
WALKERSVILLE SR JR	7	99.7	6.86	6.79	+.07	6.84	6.85	-.01	6.72	6.94	-.22	7.06	7.19	-.13
	9	100.2	8.13	8.31	-.18	8.52	8.24	+.28	7.74	8.31	-.57	8.43	8.53	-.10
WEST FREDERICK JR	7	100.8	6.22	6.86	-.64	6.52	6.91	-.39	6.35	6.96	-.61	6.90	7.17	-.27
	9	101.5	7.77	8.43	-.66	8.11	8.33	-.22	7.57	8.36	-.79	7.94	8.60	-.66 *

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

FREDERICK COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WALKERSVILLE	3	108.5	4.00	4.09	-.09	4.00	4.17	-.17	4.31	4.48	-.17	4.05	4.10	-.05
	5	108.2	5.40	5.87	-.47	5.61	5.90	-.29	5.61	6.04	-.43	6.16	6.07	+.09
WAVERLY	3	99.1	3.83	3.48	+.35	3.72	3.54	+.18	3.82	3.89	-.07	3.35	3.58	-.23
	5	101.9	5.45	5.33	+.12	5.35	5.39	-.04	5.64	5.56	+.08	5.75	5.60	+.15
WOLFSVILLE	3	97.5	2.97	3.38	-.41	3.11	3.43	-.32	3.38	3.79	-.41	3.18	3.50	-.32
	5	101.0	5.13	5.25	-.12	5.21	5.32	-.11	4.79	5.50	-.71 *	5.26	5.53	-.27
WOODSBORO	3	99.4	2.61	3.50	-.89 *	2.63	3.56	-.93 *	2.97	3.91	-.94 *	3.02	3.60	-.58 *
	5	98.9	5.12	5.07	+.05	5.30	5.15	+.15	5.31	5.34	-.03	5.29	5.38	-.09
YELLOW SPRINGS	3	109.5	3.84	4.15	-.31	4.22	4.23	-.01	4.35	4.54	-.19	3.80	4.15	-.35
	5	110.4	5.67	6.06	-.39	5.63	6.08	-.45	5.94	6.21	-.27	6.34	6.23	+.11
BRUNSWICK JR SR	7	94.7	6.13	6.23	-.10	6.55	6.33	+.22	5.95	6.49	-.54	6.69	6.66	+.03
	9	93.1	7.07	7.57	-.50	8.03	7.39	+.64	7.37	7.63	-.26	8.11	7.75	+.36
EMMITSBURG	3	100.9	3.09	3.60	-.51	3.18	3.66	-.48	3.59	4.01	-.42	3.53	3.68	-.15
	5	102.6	4.67	5.39	-.72	4.88	5.45	-.57	4.95	5.62	-.67	5.81	5.65	+.16
	7	98.7	6.95	6.67	+.28	7.27	6.73	+.54	7.27	6.84	+.43	7.34	7.03	+.31
THURMONT MIDDLE	5	95.4	5.18	4.77	+.41	4.91	4.87	+.04	5.48	5.07	+.41	5.46	5.12	+.34
	7	99.6	6.55	6.77	-.22	6.56	6.82	-.26	6.70	6.92	-.22	6.98	7.11	-.13
CATOCTIN	9	103.3	8.49	8.74	-.25	8.63	8.59	+.04	8.45	8.64	-.19	8.76	8.85	-.09
GOV THOS JOHNSON SR	7	105.0	7.26	7.36	-.10	7.46	7.36	+.10	7.36	7.40	-.04	7.56	7.61	-.05
	9	102.0	9.06	8.59	+.47	8.99	8.44	+.55	8.75	8.51	+.24	8.77	8.71	+.06
LINGANORE SR JR	7	99.6	6.86	6.77	+.09	6.89	6.82	+.07	6.52	6.92	-.40	6.92	7.11	-.19
	9	98.9	7.94	8.24	-.30	8.18	8.07	+.11	7.57	8.20	-.63	8.16	8.38	-.22
MIDDLETOWN JR SR	7	103.7	7.49	7.22	+.27	7.21	7.23	-.02	7.21	7.28	-.07	7.63	7.49	+.14
	9	100.5	8.30	8.42	-.12	8.26	8.26	+.00	7.92	8.36	-.44	8.52	8.55	-.03
WALKERSVILLE SR JR	7	99.7	6.86	6.78	+.08	6.84	6.83	+.01	6.72	6.93	-.21	7.06	7.12	-.06
	9	100.2	8.13	8.39	-.26	8.52	8.22	+.30	7.74	8.33	-.59	8.43	8.52	-.09
WEST FREDERICK JR	7	100.8	6.22	6.90	-.68	6.52	6.94	-.42	6.35	7.03	-.68	6.90	7.22	-.32
	9	101.5	7.77	8.54	-.77	8.11	8.38	-.27	7.57	8.46	-.89 *	7.94	8.66	-.72 *

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.12 GARRETT COUNTY

School System Goals and Objectives

A. Goal Setting Activities. In implementing the Garrett County Accountability Assessment Program, one of the first steps taken was total staff involvement of principals and supervisors on the nature and nurture of assessment and accountability as related to Garrett County, its schools, its teachers, and its youth. The principals in turn oriented their staffs and began work on goals and objectives in the defined curricular areas of reading, writing, and mathematics. The Garrett County Accountability and Assessment Committee, consisting of supervisors, principals, and teachers, came into being. Committee members attended a seminar in goal and objective writing in Hagerstown, Maryland, sponsored by the Maryland State Department of Education; and after this seminar, local goals for reading, writing, and mathematics were developed and written within the framework of the State goals. The goals were printed and sent as working copies with requests for recommendations to each supervisor, principal, teacher, PTA president, and selected students in the school system. Rewriting and editing followed this distributive and re-accumulative process. The Director of Curriculum and Instruction met with the County

Council of PTA's and discussed the goals at length at a public meeting. The goals were presented to the Board of Education at its June meeting for approval, which was given unanimously. As required, the goals then were sent to the Maryland State Department of Education for approval.

B. Garrett County School System Goals. Based upon the State-wide goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Garrett County has developed the following local system goals:

In Reading, each student upon completion of his elementary-secondary school reading program:

1.A. Should be able to identify his purpose for using reading materials, both print and nonprint.

1.B. Should be able to identify the basic type of reading material appropriate for his purpose.

1.C. Should be able to locate materials, both print and nonprint, which are appropriate for his purpose.

1.D. Should be able to obtain information from the materials, both print and nonprint, that he has selected.

1.E. Should be able to use effective study techniques.

1.F. Should be able to adjust his reading rate to his purpose for reading.

2.A. Should be able to perform specific readiness tasks which prepare him to use a word recognition system.

2.B. Should be able to use phonic clues to pronounce unfamiliar words.

2.C. Should be able to use structural analysis to pronounce unfamiliar words.

2.D. Should be able to use pictures and/or context clues to identify and define unfamiliar words.

2.E. Should be able to use authority clues to help him recognize unfamiliar words and understand their meanings.

3.A. Should be able to identify main ideas and supporting details.

3.B. Should be able to determine the appropriate meaning of a word, phrase, or passage from a reading selection.

3.C. Should be able to determine the intent of the communication by identifying the pattern of thought (e.g., style, time, mood, cause-effect, sequence) used by the author.

3.D. According to his own experiences and knowledge about the content, should be able to ask a variety of questions which cause him to think literally (i.e., reading of the lines); critically (i.e., reading between the lines); and creatively (i.e., reading beyond the lines) about materials and to find suitable answers to those questions.

4.A. Should be able to follow directions.

4.B. Should be able to locate needed data in standard reference books.

4.C. Should be able to attain through reading increased knowledge of himself and his role in society.

4.D. Should be able to recognize symbols which pertain to his survival.

4.E. Should be able to read and understand job applications and other forms pertinent to his societal well-being.

5.A. Should have a positive attitude toward reading, indicated by an interest in reading, by a desire to read, and by reading.

In Writing, each student upon completion of his elementary-secondary school writing program of this school system should be able to:

1.A. Record his thoughts and feelings for his own use, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

1.B. Communicate his thoughts and feelings to others, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

2.A. Write in a social situation, observing accepted conventions of writing.

2.B. Write in a business or vocational situation, observing the accepted conventions of writing.

2.C. Write in a scholastic situation, observing accepted conventions of writing.

3.A. Demonstrate the necessity of writing for a variety of personal and social needs. (Affective domain).

3.B. Write to fulfill personal and social needs.

3.C. Give evidences of satisfaction from writing.

In Mathematics, each student upon completion of his elementary-secondary school mathematics program should:

1.A. Be able to recall basic mathematical facts.

1.B. Be able to identify mathematical symbols.

1.C. Be able to recognize mathematical concepts, such as definitions, facts, and symbols, as they appear in problematic and life situations.

2.A. Be able to perform with accuracy and efficiency the basic operations of addition, subtraction, multiplication, and division.

2.B. Be able to solve simple equations and inequalities.

2.C. Be able to use common measuring instruments.

3.A. Understand the concepts of number, numeral, and sets of numbers.

3.B. Understand the properties of equality and inequality.

3.C. Understand the ideas of ratio and proportion.

3.D. Be able to read and gather data from charts, tables, and graphs.

3.E. Be able to understand the fundamental concepts of geometry.

3.F. Be able to recognize that numbers may be written in many forms and should be able to transpose them from one form to another either physically or verbally.

4.A. Be able to translate a problem situation into a mathematical sentence or model, find a solution for the model, and reinterpret the mathematical solution in the context of his problem situation.

4.B. Be able to develop a logical sequence in the solution of verbal problems.

4.C. Be able to estimate the solution of a quantitative problem.

4.D. Be able to solve mathematical problems.

5.A. Be able to recognize, in a given situation, the existence of a problem, state it formally, list the hypothesis, and state if it has a unique solution.

5.B. Be able to solve personal and societal problems using mathematical reasoning and processes if they are applicable.

6.A. Be able to recognize the contribution of mathematics to the progress of civilization.

6.B. Know the historical and cultural development of counting and measuring.

6.C. Be able to participate in the learning of mathematics beyond that which is merely required by his schooling.

C. Comments on the Accountability Assessment Program Results. The Assessment Program for 1973-74 for Garrett County was conducted according to State guidelines. The total number of youth tested by the Iowa Tests of Basic Skills and the Nonverbal Cognitive Abilities Test were 1,784; i.e., 424 in grade 3, 450 in grade 5, 503 in grade 7, and 407 in grade 9, out of a total enrollment of 1,842 or 97 percent tested. Those youth not tested were excluded by having Data System for the Handicapped Forms that indicated the assessment instruments were not applicable to them.

From the following charts and tables in this Report, generalities about the results of the Accountability Assessment Program can be made.

RELATION OF ACHIEVEMENT BY SKILL AREAS TO MARYLAND NORMS WITH NONVERBAL ABILITY SCORES AND SOCIO-ECONOMIC STATUS STATISTICALLY CONTROLLED

	READING				LANGUAGE				MATHEMATICS			
	3	5	7	9	3	5	7	9	3	5	7	9
Schools Significantly Above Maryland Average	2 15%	1 9%	2 33%	1 33%	1 8%	1 9%	2 33%	1 33%	2 15%	2 18%	3 50%	1 33%
Schools Above Maryland Average	7 54%	7 64%	2 33%	1 33%	7 45%	4 36%	1 17%	1 33%	7 54%	5 46%	2 33%	1 33%
Schools Below Maryland Average	4 31%	3 27%	1 17%	1 34%	4 39%	6 55%	3 50%	1 34%	3 23%	4 36%	1 17%	1 34%
Schools Significantly Below Maryland Average	0 0%	0 0%	0 0%	0 0%	1 8%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%
TOTAL	13 100%	11 100%	6 100%	3 100%	13 100%	11 100%	6 100%	3 100%	13 100%	11 100%	6 100%	3 100%

The generalities are as follows:

1. The curriculum designed for Garrett County youth reflect positively the goals of the school system as measured by these assessment instruments.

   (In reading, 69 percent of the schools in grade 3, 73 percent of the schools in grade 5, 83 percent of the schools in grade 7, and 66 percent of the schools in grade 9 scored above the State Norm; and in mathematics, 69 percent of the schools in grade 3, 64 percent of the schools in grade 5, 83 percent of the schools in grade 7 and 66 percent of the schools in grade 9 scored above the State Norm.)

2. The nonverbal ability of Garrett County youth is similar to that of the remainder of Maryland.

3. The emphasis on basic skills in grades K-1-2-3 and the emphasis of ESEA Title I in the same grade areas in selected schools are significant in grade 3 as compared to grades 5, 7, and 9.

4. The youth of Garrett County score lowest in the curricular area of language and its usage (writing), as compared to reading and mathematics.

5. The youth in Garrett County also score lowest in all designated curricular areas except reading in grade 5 as compared to the other grades of 3, 7, and 9.

Because of the lack of qualified personnel to screen mentally handicapped youth "properly" in Garrett County, few youth had DSH forms; therefore, many youth were tested that should not have been tested. This situation has been rectified by the employment of a Coordinator of Special Education Services who can do the proper testing.

D. Progress of Schools Toward System and/or School Goals not Covered by State Assessment Instruments. The Educational Programs and Building Specifications Committee for Garrett County meets periodically to develop and refine philosophical-position papers for the elementary, middle, and secondary schools. From these papers, goals are being developed for the major content areas (K - 12), utilizing the concepts of individualized, small group, and large group instruction and team teaching. An interdisciplinary approach is also being incorporated in the content areas (K - 12), in consumer education, career education, environmental education, health education, and citizenship education. Functional reading is becoming a county-wide program beginning September, 1975. In essence, all schools are progressing toward goals in education established by the local system; although these goals, per se, are not covered by the State Assessment Instruments.

E. Program Modification Activities. Program modification during the school year 1973-74 included pilot schools involved in functional reading, the introduction of System 80 Educational Materials, the expansion of learning centers in all content areas, the levels approach to reading in grades K - 3, pilot schools in the early identification of children with potential learning difficulties, an interdisciplinary approach to consumer education and career education, a more individualized approach to teaching reading, the opening of large areas in the elementary schools to foster "open" education, the expansion of educational programs for the handicapped, and the development of minicourses in the language arts on the secondary level. Increased awareness has been made of the media centers and their usage in all areas of the curriculum. All of the above modifications will be continued and expanded to include eventually all schools in the county. A further modification for school year 1974-75 will include instruction by television through the use of video tape cassettes in the areas of reading and mathematics made for Garrett County by the Division of Instructional Television, Maryland State Department of Education, and locally produced and reproduced video materials considered apropos for inclusion in the curricular.

F. Unmet Needs for Resources to Permit Improvement of Programs and Services. In order to further improve educational programs and services for Garrett County youth, the following recommendations based on apparent unmet needs are made:

1. That efforts similar to ESEA Title I for early childhood education be made for youth in the middle schools and the first two years of secondary schools.
2. That language arts resource teachers be provided for all schools and that their efforts be focused on the total language arts curriculum--not just one aspect, reading.
3. That mathematics resource teachers be provided for the elementary and middle schools to provide scope and sequence in the mathematics curriculum and to provide expertise to teachers who are in need of good teaching skills.
4. That workshops for teachers be conducted in all content areas on a rotational basis to write the curriculum and objectives within the framework of county developed educational goals.
5. That specially trained teachers be employed for the secondary school to teach basic reading, language arts, and mathematics skills to those youth one or more years below grade level in those areas and that special programs be developed through workshops, seminars, etc. for these youth emphasizing relevance to the present and the future and using all types of media to bring about positive educational gains for the individual involved.
6. That special study and more research be made at the grade 5 level to ascertain whether this assessment projects a true picture of what is occurring to the educational achievement of youth at this level.
7. That the State of Maryland provide additional monies to the local subdivision to provide for these unmet needs in programs and services for Garrett County youth.

GARRETT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
21,476	$6,023	34.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,783	$9,015	$14,636	11.7	24.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
18.9	19.7	95.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$772.39	$528.52	68.8	$20.92

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$2.58	0.3

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PRESENTED IN THIS TABLE.

GARRETT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)+	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)++	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	429	98.83	13	98.9	14.44	3.43	1.06
	5	462	97.40	11	101.7	15.43	5.06	1.53
	7	517	97.29	6	101.2	16.78	6.72	1.83
	9	434	93.78	3	104.4	16.44	8.60	1.97
(2) READING COMPREHENSION	3	429	98.83	13	98.9	13.33	3.60	1.24
	5	462	97.40	11	101.7	15.43	5.33	1.57
	7	517	97.29	6	101.2	16.78	6.92	1.73
	9	434	93.78	3	104.4	16.44	8.81	1.91
(3) SPELLING	3	429	98.83	13	98.9	14.44	3.94	1.39
	5	462	97.40	11	101.7	15.43	5.24	1.80
	7	517	97.29	6	101.2	16.78	6.72	2.07
	9	434	93.78	3	104.4	16.44	8.31	2.31
(4) CAPITALIZATION	3	429	98.83	13	98.9	14.44	3.85	1.28
	5	462	97.40	11	101.7	15.43	5.52	1.69
	7	517	97.29	6	101.2	16.78	6.94	2.09
	9	434	93.78	3	104.4	16.44	8.87	2.38
(5) PUNCTUATION	3	429	98.83	13	98.9	14.44	4.02	1.43
	5	462	97.40	11	101.7	15.43	5.33	1.60
	7	517	97.29	6	101.2	16.78	6.91	2.08
	9	434	93.78	3	104.4	14.44	8.62	2.21

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.6, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	429	98.83	13	98.9	14.44	3.57	1.31
	5	462	97.40	11	101.7	15.43	4.97	1.73
	7	517	97.29	6	101.2	16.78	6.49	2.05
	9	434	93.78	3	104.4	16.44	8.11	2.30
(7) LANGUAGE TOTAL	3	429	98.83	13	98.9	14.44	3.84	1.18
	5	462	97.40	11	101.7	15.43	5.26	1.52
	7	517	97.29	6	101.2	16.78	6.77	1.85
	9	434	93.78	3	104.4	16.44	8.48	2.06
(8) MATHEMATICAL CONCEPTS	3	429	98.83	13	98.9	14.44	3.59	.97
	5	462	97.40	11	101.7	15.43	5.67	1.45
	7	517	97.29	6	101.2	16.78	7.33	1.68
	9	434	93.78	3	104.4	16.44	8.89	1.98
(9) MATHEMATICAL PROBLEMS	3	429	98.83	13	98.9	14.44	3.60	1.09
	5	462	97.40	11	101.7	15.43	5.36	1.33
	7	517	97.29	6	101.2	16.78	7.18	1.70
	9	434	93.78	3	104.4	16.44	8.82	1.89
(10) MATHEMATICAL TOTAL	3	429	98.83	13	98.9	14.44	3.59	.97
	5	462	97.40	11	101.7	15.43	5.51	1.31
	7	517	97.29	6	101.2	16.78	7.25	1.60
	9	434	93.78	3	104.4	16.44	8.86	1.83

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/72, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ACCIDENT	K-6	294	21.3	95.0	12.8	1.0	11.6	15.5	14.5	20.5	11.5	5719.0
CENTER STREET	1-3	386	20.9	96.0	18.0	0.5	8.5	32.0	8.1	27.7	10.2	6261.0
CRELLIN	K-3	73	24.3	94.4	2.0	1.0	19.0	43.0	33.3	37.8	10.3	5411.0
DENNETT ROAD	3-6	720	24.0	96.3	29.0	1.0	13.3	35.0	26.7	26.4	10.2	6178.0
FRIENDSVILLE	K-6	258	19.8	96.2	12.0	1.0	12.0	11.0	23.1	22.1	9.5	5489.0
GRANTSVILLE	K-6	341	22.7	96.5	14.0	1.0	13.5	35.0	13.3	28.0	10.5	6096.0
KITZMILLER	K-6	130	15.9	95.8	7.7	0.5	8.8	15.8	18.3	51.4	9.6	5647.0
LOCH LYNN HEIGHTS	1-6	144	24.0	96.8	5.0	1.0	9.3	8.5	0.0	23.6	10.7	6104.0
RED HOUSE	1-6	140	28.0	97.2	4.0	1.0	8.5	35.4	0.0	47.9	10.8	4886.0
SWAN MEADOW	1-7	74	24.7	96.0	2.0	1.0	12.0	11.0	33.3	26.6	10.4	6025.0
YODER	1-7	105	26.3	97.7	3.0	1.0	22.9	25.5	25.0	27.1	10.5	6006.0
BLOOMINGTON	K-8	172	22.9	96.7	7.0	0.5	15.1	7.9	6.6	7.2	10.5	7499.0
ROUTE 40	K-8	178	19.8	95.2	8.0	1.0	5.4	14.5	33.3	18.5	8.9	6406.0
N. GARRETT CO JR SR	7-12	913	18.7	94.8	46.9	2.0	12.2	18.0	24.5	24.9	10.4	5869.0
S. GARRETT CO JR SR	7-12	1599	19.5	93.4	80.0	2.0	13.9	26.5	30.5	30.0	10.3	5968.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(ACCIDENT - S. GARRETT CO JR SR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

GARRETT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ACCIDENT	3	99.6	3.74	3.47	+.27	3.89	3.57	+.32	4.06	3.94	+.12	3.86	3.57	+.29
	5	102.8	5.27	5.15	+.12	5.53	5.34	+.19	5.66	5.46	+.20	6.15	5.51	+.64 *
CENTER STREET	3	108.0	4.02	3.90	+.12	4.28	4.06	+.22	4.76	4.40	+.36	4.22	3.99	+.23
CRELLIN	3	92.8	3.10	3.03	+.07	3.51	3.11	+.40	3.61	3.50	+.11	3.68	3.21	+.47 *
DENNETT ROAD	3	96.9	3.07	3.27	-.20	3.13	3.36	-.23	3.35	3.74	-.39	3.22	3.42	-.20
	5	102.7	5.19	5.08	+.11	5.45	5.26	+.19	5.26	5.48	-.22	5.55	5.52	+.03
FRIENDSVILLE	3	94.5	3.22	3.10	+.12	3.18	3.19	-.01	3.55	3.58	-.03	3.57	3.29	+.28
	5	101.0	4.86	4.90	-.04	5.15	5.09	+.06	5.16	5.36	-.20	5.40	5.39	+.01
GRANTSVILLE	3	102.4	3.88	3.59	+.29	4.12	3.71	+.41	4.38	4.07	+.31	3.88	3.70	+.18
	5	100.3	5.26	4.93	+.33	5.31	5.11	+.20	5.39	5.31	+.08	5.29	5.36	-.07
KITZMILLER	3	94.9	2.86	3.13	-.27	2.79	3.21	-.42	2.99	3.60	-.61 *	2.86	3.31	-.45 *
	5	98.6	4.38	4.75	-.37	4.80	4.93	-.13	4.64	5.20	-.56	4.82	5.24	-.42
LOCH LYNN HEIGHTS	3	94.8	3.34	3.17	+.17	3.67	3.25	+.42	3.80	3.63	+.17	3.65	3.32	+.33
	5	103.3	4.73	5.15	-.42	4.78	5.33	-.55	4.88	5.51	-.63	5.31	5.55	-.24
RED HOUSE	3	97.5	3.27	3.31	-.04	3.44	3.42	+.02	3.33	3.79	-.46	3.09	3.45	-.36
	5	99.7	4.90	4.87	+.03	5.30	5.07	+.23	5.29	5.23	+.06	5.38	5.28	+.10
SWAN MEADOW	3	91.8	3.72	2.99	+.73 *	3.70	3.05	+.65 *	4.32	3.44	+.88 *	3.20	3.16	+.04
	5	111.5	5.10	5.66	-.56	6.28	5.86	+.42	7.09	6.07	+1.02 *	7.09	6.09	+1.00 *
	7	108.8	7.71	7.60	+.11	7.98	7.65	+.33	9.07	7.53	+1.54 *	9.17	7.89	+1.28 *
YODER	3	102.5	3.52	3.59	-.07	4.03	3.72	+.31	4.58	4.08	+.50	3.86	3.71	+.15
	5	99.6	5.13	4.88	+.25	5.87	5.06	+.81 *	5.63	5.26	+.37	5.49	5.31	+.18
	7	100.8	8.68	6.77	+1.91 *	8.82	6.87	+1.95 *	9.39	6.87	+2.52 *	8.53	7.13	+1.40 *
	9	113.5	10.35	9.33	+1.02 *	11.40	9.67	+1.73 *	11.05	9.23	+1.82 *	11.60	9.76	+1.84 *
BLOOMINGTON	3	97.8	3.70	3.34	+.36	4.10	3.43	+.67 *	4.18	3.80	+.38	3.96	3.48	+.48 *
	5	95.8	4.51	4.69	-.18	4.63	4.83	-.20	4.45	5.05	-.60	4.91	5.10	-.19
	7	92.3	6.80	5.94	+.86 *	6.88	6.07	+.81 *	6.94	6.24	+.70	7.47	6.40	+1.07 *
ROUTE 40	3	97.9	3.03	3.28	-.25	3.32	3.38	-.06	3.46	3.76	-.30	3.38	3.46	-.08
	5	102.3	4.95	4.98	-.03	5.23	5.15	+.08	5.05	5.48	-.43	5.69	5.50	+.19
	7	98.0	6.91	6.57	+.34	6.95	6.68	+.27	6.43	6.77	-.34	7.68	7.11	+.57
N. GARRETT CO JR SR	7	101.0	6.68	6.79	-.11	6.93	6.88	+.05	6.84	6.88	-.04	7.26	7.15	+.11
	9	105.0	8.86	8.52	+.34	9.22	8.69	+.53	8.82	8.50	+.32	9.16	8.88	+.28
S. GARRETT CO JR SR	7	101.9	6.64	6.89	-.25	6.83	6.98	-.15	6.58	6.97	-.39	7.12	7.26	-.14
	9	103.9	8.43	8.42	+.01	8.53	8.57	-.04	8.24	8.41	-.17	8.65	8.78	-.13

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

GARRETT COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ACCIDENT	3	99.6	3.74	3.52	+.22	3.89	3.57	+.32	4.06	3.93	+.13	3.86	3.61	+.25
	5	102.8	5.27	5.41	-.14	5.53	5.46	+.07	5.66	5.63	+.03	6.15	5.67	+.48
CENTER STREET	3	108.0	4.02	4.06	-.04	4.28	4.13	+.15	4.76	4.45	+.31	4.22	4.07	+.15
CRELLIN	3	92.8	3.10	3.08	+.02	3.51	3.12	+.39	3.61	3.50	+.11	3.68	3.24	+.44 *
DENNETT ROAD	3	96.9	3.07	3.34	-.27	3.13	3.39	-.26	3.35	3.76	-.41	3.22	3.46	-.24
	5	102.7	5.19	5.40	-.21	5.45	5.46	-.01	5.26	5.62	-.36	5.55	5.66	-.11
FRIENDSVILLE	3	94.5	3.22	3.19	+.03	3.18	3.24	-.06	3.55	3.61	-.06	3.57	3.33	+.24
	5	101.0	4.86	5.25	-.39	5.15	5.32	-.17	5.16	5.50	-.34	5.40	5.53	-.13
GRANTSVILLE	3	102.4	3.88	3.70	+.18	4.12	3.76	+.36	4.38	4.10	+.28	3.88	3.76	+.12
	5	100.3	5.26	5.19	+.07	5.31	5.26	+.05	5.39	5.44	-.05	5.29	5.48	-.19
KITZMILLER	3	94.9	2.86	3.22	-.36	2.79	3.26	-.47	2.99	3.63	-.64 *	2.86	3.35	-.49 *
	5	98.6	4.38	5.05	-.67	4.80	5.13	-.33	4.64	5.31	-.67	4.82	5.36	-.54
LOCH LYNN HEIGHTS	3	94.8	3.34	3.21	+.13	3.67	3.26	+.41	3.80	3.63	+.17	3.65	3.35	+.30
	5	103.3	4.73	5.45	-.72	4.78	5.50	-.72 *	4.88	5.67	-.79 *	5.31	5.71	-.40
RED HOUSE	3	97.5	3.27	3.38	-.11	3.44	3.43	+.01	3.33	3.79	-.46	3.09	3.50	-.41
	5	99.7	4.90	5.14	-.24	5.30	5.21	+.09	5.29	5.40	-.11	5.38	5.44	-.06
SWAN MEADOW	3	91.8	3.72	3.02	+.70 *	3.70	3.06	+.64 *	4.32	3.44	+.88 *	3.20	3.18	+.02
	5	111.5	5.10	6.16	-1.06 *	6.28	6.17	+.11	7.09	6.29	+.80 *	7.09	6.32	+.77 *
	7	108.8	7.71	7.78	-.07	7.98	7.74	+.24	9.07	7.73	+1.34 *	9.17	7.97	+1.20 *
YODER	3	102.5	3.52	3.70	-.18	4.03	3.77	+.26	4.58	4.11	+.47	3.86	3.77	+.09
	5	99.6	5.13	5.13	+.00	5.87	5.21	+.66 *	5.63	5.39	+.24	5.49	5.43	+.06
	7	100.8	8.68	6.90	+1.78 *	8.82	6.94	+1.88 *	9.39	7.03	+2.36 *	8.53	7.22	+1.31 *
	9	113.5	10.35	9.91	+.44	11.40	9.79	+1.61 *	11.05	9.64	+1.41 *	11.60	9.96	+1.64 *
BLOOMINGTON	3	97.8	3.70	3.40	+.30	4.10	3.45	+.65 *	4.18	3.81	+.37	3.96	3.51	+.45 *
	5	95.8	4.51	4.81	-.30	4.63	4.90	-.27	4.45	5.10	-.65	4.91	5.15	-.24
	7	92.3	6.80	5.97	+.83 *	6.88	6.09	+.79 *	6.94	6.27	+.67	7.47	6.43	+1.04 *
ROUTE 40	3	97.9	3.03	3.41	-.38	3.32	3.46	-.14	3.46	3.82	-.36	3.38	3.52	-.14
	5	102.3	4.95	5.36	-.41	5.23	5.42	-.19	5.05	5.59	-.54	5.69	5.63	+.06
	7	98.0	6.91	6.60	+.31	6.95	6.66	+.29	6.43	6.78	-.35	7.68	6.96	+.72 *
N. GARRETT CO JR SR	7	101.0	6.68	6.93	-.25	6.93	6.96	-.03	6.84	7.04	-.20	7.26	7.24	+.02
	9	105.0	8.86	8.94	-.08	9.22	8.79	+.43	8.82	8.80	+.02	9.16	9.04	+.12
S. GARRETT CO JR SR	7	101.9	6.64	7.02	-.38	6.83	7.05	-.22	6.58	7.12	-.54	7.12	7.33	-.21
	9	103.9	8.43	8.81	-.38	8.53	8.66	-.13	8.24	8.70	-.46	8.65	8.92	-.27

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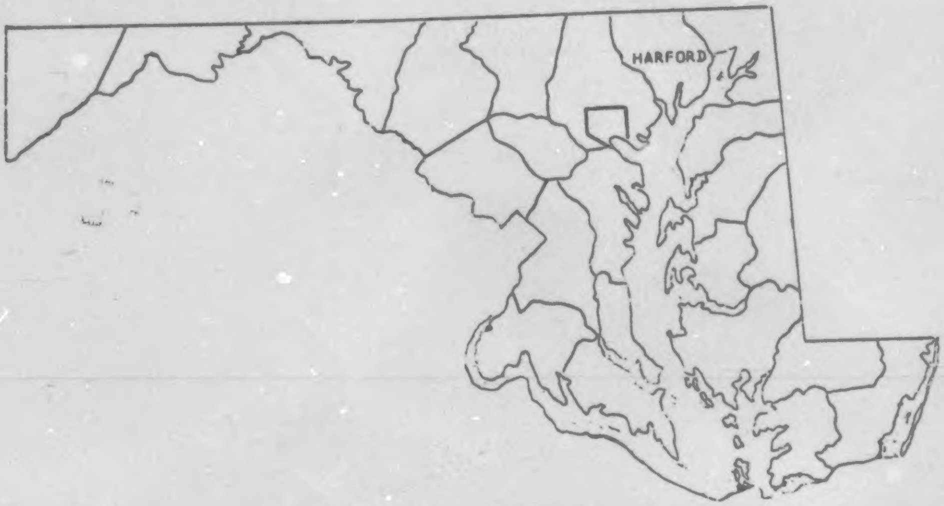
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.13 HARFORD COUNTY

School System Goals and Objectives



A. General. Under the leadership of the Superintendent of Schools and the local coordinator of accountability, the Public School System of Harford County has accepted its responsibilities within the Maryland State Accountability Program. Both the system and individual schools have planned carefully and worked diligently to fulfill their obligations for implementing an effective program of accountability. In fulfilling these responsibilities, the county and local school units have accepted and are applying the following basic premises:

- Harford County will continue to expend the effort necessary to fulfill effectively the accountability requirements.
- The carefully developed management model will continue to guide use in our efforts to fulfill the requirements of the program of accountability.
- Teachers, administrators, supervisors, parents, and students will be involved throughout the planning, implementation, and evaluation of the accountability program.
- Primary attention will be continuously focused upon the improvement of the instructional program, particularly through those areas evident in the statements of objectives and in the assessment results.

- Accountability will receive proper emphasis in all aspects of the instructional program and in curriculum development.

- The professional leadership of each school will strive to make system goals and school objectives meaningful to every classroom teacher.

The initial step in our system was the development of a management model which, when adopted by the Board of Education, provided a complete plan for both the present and future aspects of accountability. The plan relates to six major facets:

1. Managing all areas
2. Developing system goals
3. Providing resource help
4. Implementing the assessment strategies
5. Providing leadership for school level accountability
6. Coordinating program modification with the present organization structure

Following the selection and appointment of personnel within the management plan, the Maryland State Department of Education provided a one-day workshop for necessary training. With this background, the Accountability Resource Team planned and implemented training within the county for leadership personnel. This team provided workshops at both the county and school levels and prepared a catalog of sample school objectives.

B. Goal Setting Activities. Goal setting activities at the system level involved goal writing committees, steering committees in the various disciplines, and the Central Accountability Committee. The total acceptance of these county goals without any changes made by the Maryland State Department of Education supported our conclusion that the involvement of many teachers, parents, and leaders had resulted in valid system goals.

C. Harford County School System Goals. Based upon the State-wide Goals in reading, writing, and mathematics, adopted by the Maryland State Board of Education, Harford County has developed the following Local System Goals:

In Reading, each student upon completion of his elementary-secondary reading program:

1.A. Should identify his own purposes for using print and non-print materials.

1.B. Should select from a wide variety of available print and non-print materials those which are suitable in terms of purpose, content, and level of difficulty.

1.C. Should employ both print and non-print materials which are suitable in terms of purpose, content, and level of difficulty.

2.A. Should identify and apply a system he can use for recognizing words and determining their appropriate meanings.

2.B. Should pronounce many words instantaneously and at the same time identify their appropriate meanings.

3.A. Should determine the intent of written communcation by understanding the writer's use of the language.

3.B. According to his own background of experience and knowledge about the content, should answer and should ask questions which require literal and critical reading and thinking.

4.A. Should follow written directions.

4.B. Should locate references.

4.C. Should gain information from print and non-print material.

4.D. Should understand forms.

4.E. Should utilize reading to facilitate personal development.

5. Should indicate a positive attitude toward reading through engaging in self-motivated reading.

In Writing, each student upon completion of his elementary-secondary writing program should:

1.A. Record and organize his ideas and feelings for his own use.

1.B. Communicate his ideas and feelings to others, observing accepted conventions of writing.

2.A. Write in order to fulfill social needs, observing accepted conventions of writing.

2.B. Write in response to business and/or vocational needs, observing accepted conventions of writing.

2.C. Write in response to civic needs, observing accepted conventions of writing.

2.D. Write in response to communication needs in the various areas of the school curriculum, observing accepted conventions in writing.

3.A. Recognize the importance and necessity of his own writing and the writing of others.

3.B. Derive satisfaction from his writing.

In Mathematics, each student upon completion of his elementary-secondary mathematics program should:

1.A. Recall facts used in mathematics.

1.B. Identify and recognize symbols and figures used in mathematics.

1.C. Recognize terms and definitions used in mathematics.

2.A. Perform the basic operations on numbers.

2.B. Solve open sentences.

2.C. Use measuring, computational, and graphic devices.

2.D. Mentally perform arithmetic operations.

3.A. Show an understanding of mathematical concepts and processes by translating from words to mathematical symbols and from mathematical symbols to words.

3.B. Show an understanding of mathematical concepts and processes by translating from the physical to mathematical symbols and from mathematical symbols to the physical.

3.C. Show an understanding of mathematical concepts and processes by translating from one form of mathematical symbols to another.

3.D. Show an understanding of mathematical concepts and processes by verbal explanation.

4.A. Develop and use a logical sequence of mathematical reasoning in solving problems.

4.B. Select and use mathematical skills and techniques required to solve problems.

5.A. Recognize the existence of a problem requiring the use of mathematics, state it, analyze it, and propose solutions to the problem.

5.B. Use mathematical reasoning to make decisions and prove or disprove hypotheses.

5.C. Use mathematical processes functionally in original and recreational situations.

6.A. Appreciate the contributions of mathematics to the progress of civilization and the worth of mathematics to daily life and society.

6.B. Gain satisfaction from learning and using the content and techniques of mathematics.

6.C. Appreciate the structure of mathematics and the universality of its language.

D. Objective Setting Activities. To assist in the development of objectives at the school level, the Central Accountability Committee requested that each school prepare an action plan which attended to the criteria of deadlines, total faculty involvement, and planning for program improvement beyond the writing of school objectives. The action plans were then reviewed by the Central Accountability Committee, and suggestions were made. It was understood that each school staff would write its own objectives with the help of school leadership and resource team members and that each school's objectives would, however, be reviewed and approved by the Central Accountability Committee. Preliminary reports from individual schools regarding the development of their objectives indicate a most positive attitude toward the work and a serious desire to identify areas of improvement.

E. Comments on the Accountability Assessment Program Results. The Accountability Assessment Program was completed with careful attention to all requirements. Schools and individual teachers were responsive to the maintenance of appropriate testing procedures. At this time, the following positive results from the assessment program are identified:

1. Individual student profiles were distributed to all students to whom the tests were administered.
2. P.T.A. meetings and individual conferences with parents were scheduled to interpret test data.
3. Orientation programs which focused upon the interpretation of test data and the utilization of the data to improve individual and group instruction were provided for faculties.
4. Item analysis of both the system and individual school Iowa Tests of Basic Skills results is being reviewed to determine the areas of the instructional program which are to be commended, modified, or reinforced. Emphasis is being placed on the interpretation and use of individual student scores for instructional purposes since system data analysis has not yet been completed.

5. The total system-wide data are being carefully analyzed to determine not only the appropriateness of the assessment instrument and its relationship to our instructional program but also the need to identify other instruments which may possibly more clearly define our pupils' levels of achievement. The need for additional diagnostic tools is being seriously considered.

F. Progress of Schools Toward System and School Goals-Objectives Not Covered by State Assessment Instruments. Since every effort is being made to assure that all local school objectives meet the four criteria established by the State, including the type of assessment, the progress of each school toward the attainment of its objectives will be discernible as these objectives are being implemented. The progress of schools toward the achievement of both system goals and individual school objectives which are not covered by State assessment instruments will also become more evident as the program of accountability is expanded.

Program Modification Activities. While individual school staffs and their leadership are aware of the need for program modification and have included this aspect in their action plans for the end of this school year, it is too early to report on specific activities.

G. Unmet Needs for Resources. The major unmet need for resources is the provision of sufficient time for personnel to develop and implement the accountability program. While funding is mentioned in the law, no such provision has actually been made. The second major need is for more valid means of testing other than the Iowa Tests of Basic Skills, which measure few of the State goals and consequently few system goals and school objectives. Our specialists have analyzed the Iowa Tests of Basic Skills to discover which of the State goals are measured by this standardized test battery.

H. Concerns. Public relations relative to our accountability efforts have been emphasized. Much of our effort has been focused on public relations within local school communities through the sharing of objectives as they are developed. The major aim throughout is to develop an understanding of State and system goals, school objectives, the status assessment survey, and program modification needs.

It is our intention to relate the accountability as required by the State law to already established objectives for the educational program of Harford County, as identified in the Board of Education's response to the County Council of Harford County Resolution Number 16 of February, 1974, which requested goals for further improvement by December 31, 1977. Two of these are specifically related. These are as follows:

- The program and instructional practices in reading will continue to be evaluated and revised to improve the services to all youth, particularly to those whose achievement in reading is below reasonable expectations.

- Data obtained from the State program of accountability, along with other contemporary information, will be used in planning modifications to instructional programs in many areas of the curriculum, particularly in language arts, mathematics, and reading.

In summary, Harford County has endeavored and will continue to comply fully with all requirements of the State accountability program. We have always striven to be accountable and view this experience as additional opportunity to solidify our belief in accountability. There is much pride in the quality of that which has been done to date and there is commitment to maintaining this quality.

HARFORD COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
115,378	$10,770	16.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
33,163	$10,980	$17,940	9.1	15.6

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
25.9	20.0	94.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$853.91	$642.18	75.3	$21.46

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.5	$7.49	0.9

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	2697	92.25	24	102.5	16.36	3.85	1.09
	5	2758	96.99	24	104.5	15.09	5.61	1.44
	7	2854	88.16	6	102.6	14.82	7.39	1.85
	9	2595	80.62	6	105.2	15.60	9.05	1.90
(2) READING COMPREHENSION	3	2697	92.25	24	102.5	16.36	3.93	1.22
	5	2758	96.99	24	104.5	15.09	5.68	1.48
	7	2854	88.16	6	102.6	14.82	7.41	1.71
	9	2595	80.62	6	105.2	15.60	8.89	1.80
(3) SPELLING	3	2697	92.25	24	102.5	16.36	4.34	1.31
	5	2758	96.99	24	104.5	15.09	5.90	1.66
	7	2854	88.16	6	102.6	14.82	7.47	2.06
	9	2595	80.62	6	105.2	15.60	8.91	2.15
(4) CAPITALIZATION	3	2697	92.25	24	102.5	16.36	4.03	1.26
	5	2758	96.99	24	104.5	15.09	5.84	1.69
	7	2854	88.16	6	102.6	14.82	7.49	2.06
	9	2595	80.62	6	105.2	15.60	9.01	2.12
(5) PUNCTUATION	3	2697	92.25	24	102.5	16.36	4.05	1.39
	5	2758	96.99	24	104.5	15.09	5.67	1.63
	7	2854	88.16	6	102.6	14.82	7.21	2.10
	9	2595	80.62	6	105.2	15.60	8.73	2.20

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

HARFORD COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	2697	92.25	24	102.5	16.36	3.89	1.35
	5	2758	96.99	24	104.5	15.09	5.58	1.74
	7	2854	88.16	6	102.6	14.82	7.30	2.06
	9	2595	80.62	6	105.2	15.60	8.54	2.27
(7) LANGUAGE TOTAL	3	2697	92.25	24	102.5	16.36	4.08	1.15
	5	2758	96.99	24	104.5	15.09	5.75	1.50
	7	2854	88.16	6	102.6	14.82	7.37	1.84
	9	2595	80.62	6	105.2	15.60	8.80	1.94
(8) MATHEMATICAL CONCEPTS	3	2697	92.25	24	102.5	16.36	3.78	.96
	5	2758	96.99	24	104.5	15.09	5.75	1.39
	7	2854	88.16	6	102.6	14.82	7.47	1.61
	9	2595	80.62	6	105.2	15.60	9.15	1.83
(9) MATHEMATICAL PROBLEMS	3	2697	92.25	24	102.5	16.36	3.64	1.06
	5	2758	96.99	24	104.5	15.09	5.47	1.32
	7	2854	88.16	6	102.6	14.82	7.22	1.63
	9	2595	80.62	6	105.2	15.60	8.78	1.80
(10) MATHEMATICAL TOTAL	3	2697	92.25	24	102.5	16.36	3.71	.95
	5	2758	96.99	24	104.5	15.09	5.61	1.27
	7	2854	88.16	6	102.6	14.82	7.35	1.52
	9	2595	80.62	6	105.2	15.60	8.97	1.70

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BAKER FIELD ELEM	K-5	770	26.1	96.0	27.5	2.0	10.2	13.5	10.2	9.6	12.2	10639.0
BEL AIR ELEM	K-6	815	25.7	96.3	29.7	2.0	11.2	9.5	22.1	8.3	12.2	12476.0
CHURCHVILLE ELEM	K-6	598	21.3	95.1	26.0	2.0	9.2	16.5	25.0	7.9	11.8	10594.0
DARLINGTON ELEM	K-5	249	15.6	95.3	15.0	1.0	12.1	13.5	18.7	13.7	11.0	9231.0
DEERFIELD ELEM	K-6	681	21.6	95.6	29.5	2.0	5.6	27.7	15.9	6.9	12.2	9834.0
DUBLIN ELEM	K-6	513	19.3	95.5	23.5	3.0	10.1	15.7	30.2	14.5	10.8	9099.0
EDGEWOOD-CEDAR DR	K-5	1379	27.3	94.6	48.5	2.0	7.0	7.5	18.8	8.5	12.2	10409.0
FOREST HILL ELEM	K-6	503	21.4	96.3	21.5	2.0	8.6	9.5	8.5	4.9	12.2	12146.0
HALLS CROSS ROADS	K-5	556	20.2	94.9	26.5	1.0	11.0	14.0	32.7	15.5	12.1	8505.0
HAVRE DE GRACE	K-5	699	18.6	95.1	35.5	2.0	11.4	8.5	18.7	13.2	11.2	9477.0
HICKORY ELEM	K-6	929	26.8	96.4	32.6	2.0	10.2	18.7	28.9	11.4	12.1	12031.0
HIGHLAND ELEM	K-6	408	23.3	95.4	16.5	1.0	11.3	15.5	20.0	9.2	10.9	8790.0
HILLSDALE	K-5	505	17.1	95.6	27.5	2.0	10.0	21.3	37.3	6.9	11.4	8941.0
HOMESTEAD ELEM	4-6	893	24.1	96.8	36.0	1.0	9.9	10.5	32.4	3.7	12.3	13296.0
JARRETTSVILLE	K-6	721	25.3	96.3	26.5	2.0	9.4	20.7	14.0	8.6	11.6	10670.0
JOPPATOWNE ELEM	K-5	728	22.4	96.5	30.5	2.0	7.0	18.3	18.5	2.7	12.4	12803.0
MEADOWVALE ELEM	K-5	629	20.0	96.4	29.5	2.0	11.3	15.3	12.7	6.8	11.6	10155.0
NORRISVILLE ELEM	K-6	270	25.5	95.3	9.6	1.0	11.9	11.0	52.8	7.2	11.0	9561.0
OAKINGTON ELEM	K-5	815	20.1	95.9	38.5	2.0	9.7	20.3	19.7	8.9	12.3	8340.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

HARFORD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BAKER FIELD ELEM	3 5	101.3 106.1	3.76 5.60	3.63 5.59	+.13 +.01	3.81 5.57	3.70 5.69	+.11 -.12	4.15 5.74	4.05 5.80	+.10 -.06	3.58 5.38	3.70 5.84	-.12 -.46
BEL AIR ELEM	3 5	106.9 105.2	4.06 5.72	3.96 5.59	+.10 +.13	4.28 5.78	4.05 5.65	+.23 +.13	4.21 6.00	4.38 5.79	-.17 +.21	4.10 5.82	4.00 5.83	+.10 -.01
CHURCHVILLE ELEM	3 5	105.2 102.5	3.89 5.34	3.84 5.32	+.05 +.02	3.99 5.51	3.93 5.41	+.06 +.10	4.17 5.57	4.27 5.57	-.10 +.00	3.78 5.34	3.89 5.61	-.11 -.27
DARLINGTON ELEM	3 5	100.1 100.5	3.52 5.33	3.51 5.09	+.01 +.24	3.66 5.50	3.59 5.21	+.07 +.29	3.96 5.36	3.94 5.41	+.02 -.05	3.47 5.00	3.61 5.45	[illegible] [illegible]
DEERFIELD ELEM	3 5	98.1 106.5	3.72 5.55	3.44 5.58	+.28 -.03	3.89 5.74	3.50 5.70	+.39 +.04	4.03 5.77	3.86 5.81	+.17 -.04	3.61 5.74	3.53 5.85	+.08 -.11
DUBLIN ELEM	3 5	99.2 108.5	3.77 5.78	3.45 5.60	+.32 +.18	3.81 5.95	3.52 5.73	+.29 +.22	3.85 5.95	3.88 5.95	-.03 +.00	3.76 5.95	3.57 5.97	+.19 -.02
EDGEWOOD-CEDAR DR	3 5	97.5 100.9	3.51 5.27	3.41 5.24	+.10 +.03	3.66 5.34	3.47 5.33	+.19 +.01	3.69 5.41	3.82 5.45	-.13 -.04	3.41 5.23	3.50 5.49	-.09 -.26
FOREST HILL ELEM	3 5	99.8 105.0	3.99 5.67	3.56 5.57	+.43 +.10	3.97 5.74	3.61 5.64	+.36 +.10	3.98 5.65	3.96 5.77	+.02 -.12	3.93 5.55	3.63 5.81	+.30 -.26
HALLS CROSS ROADS	3 5	96.8 98.5	3.38 4.80	3.35 5.00	+.03 -.20	3.55 4.96	3.42 5.13	+.13 -.17	3.66 5.12	3.78 5.23	-.12 -.11	3.49 5.09	3.45 5.29	+.04 -.20
HAVRE DE GRACE	3 5	101.1 100.2	3.73 5.39	3.57 5.09	+.16 +.30	3.72 5.44	3.65 5.20	+.07 +.24	3.89 5.69	4.01 5.39	-.12 +.30	3.45 5.55	3.67 5.43	-.22 +.12
HICKORY ELEM	3 5	103.6 102.9	3.80 5.62	3.77 5.42	+.03 +.20	3.75 5.63	3.84 5.48	-.09 +.15	4.15 5.52	4.18 5.63	-.03 -.11	3.73 5.31	3.82 5.67	-.09 -.36
HIGHLAND ELEM	3 5	98.4 99.0	3.42 5.07	3.40 4.97	+.02 +.10	3.46 5.16	3.48 5.09	-.02 +.07	3.53 5.04	3.84 5.29	-.31 -.25	3.19 5.41	3.52 5.34	-.33 +.07
HILLSDALE	3 5	100.9 102.3	3.55 4.98	3.56 5.23	-.01 -.25	3.65 5.20	3.65 5.35	+.00 -.15	3.94 5.46	4.00 5.51	-.06 -.05	3.57 5.20	3.66 5.55	-.09 -.35
HOMESTEAD ELEM	5	108.7	6.15	5.86	+.29	6.22	5.91	+.31	6.30	6.05	+.25	6.18	6.08	+.10
JARRETTSVILLE	3 5	100.3 102.9	3.72 5.69	3.55 5.34	+.17 +.35	3.81 5.76	3.62 5.43	+.19 +.33	3.84 5.55	3.97 5.60	-.13 -.05	3.42 5.38	3.64 5.64	-.22 -.26
JOPPATOWNE ELEM	3 5	107.1 105.0	4.14 5.79	3.99 5.61	+.15 +.18	4.38 5.80	4.07 5.66	+.31 +.14	4.61 6.00	4.40 5.79	+.21 +.21	4.09 5.56	4.01 5.82	+.08 -.26
MEADOWVALE ELEM	3 5	103.4 106.7	3.88 5.86	3.72 5.57	+.16 +.29	3.95 5.90	3.81 5.68	+.14 +.22	4.17 5.98	4.16 5.84	+.01 +.14	3.76 5.94	3.79 5.87	-.03 +.07
NORRISVILLE ELEM	3 5	104.3 109.1	3.84 5.53	3.75 5.67	+.09 -.14	4.04 5.65	3.85 5.79	+.19 -.14	4.01 5.37	4.19 6.00	-.18 -.63	3.68 5.58	3.83 6.02	-.15 -.44
OAKINGTON ELEM	3 5	104.0 104.9	3.83 5.62	3.77 5.43	+.06 +.19	3.90 5.53	3.88 5.57	+.02 -.04	4.10 5.66	4.22 5.66	-.12 +.00	3.54 5.70	3.82 5.71	-.28 -.01

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

HARFORD COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS: VOCABULARY AVERAGE GE	MARYLAND NORM	DIFFERENCE	READING COMPREHENSION AVERAGE GE	MARYLAND NORM	DIFFERENCE	LANGUAGE TOTAL AVERAGE GE	MARYLAND NORM	DIFFERENCE	MATHEMATICAL TOTAL AVERAGE GE	MARYLAND NORM	DIFFERENCE
BAKER FIELD ELEM	3	101.3	3.76	3.63	+.13	3.81	3.69	+.12	4.15	4.03	+.12	3.58	3.70	-.12
	5	106.1	5.60	5.69	-.09	5.57	5.73	-.16	5.74	5.88	-.14	5.38	5.91	-.53
BEL AIR ELEM	3	106.9	4.06	3.99	+.07	4.28	4.06	+.22	4.21	4.38	-.17	4.10	4.01	+.09
	5	105.2	5.72	5.61	+.11	5.78	5.66	+.12	6.00	5.81	+.19	5.82	5.85	-.03
CHURCHVILLE ELEM	3	105.2	3.89	3.88	+.01	3.99	3.95	+.04	4.17	4.27	-.10	3.78	3.92	-.14
	5	102.5	5.34	5.38	-.04	5.51	5.44	+.07	5.57	5.61	-.04	5.34	5.65	-.31
DARLINGTON ELEM	3	100 1	3.52	3.55	-.03	3.66	3.61	+.05	3.96	3.96	+.00	3.47	3.64	-.17
	5	[illegible]	5.33	5.21	+.12	5.50	5.28	+.22	5.36	5.46	-.10	5.00	5.50	-.50
DEERFIELD ELEM	3	98.1	3.72	3.42	+.30	3.89	3.47	+.42	4.03	3.83	+.20	3.61	3.53	+.08
	5	106.5	5.55	5.73	-.18	5.74	5.76	-.02	5.77	5.91	-.14	5.74	5.94	-.20
DUBLIN ELEM	3	99.2	3.77	3.49	+.28	3.81	3.55	+.26	3.85	3.90	-.05	3.76	3.59	+.17
	5	108.5	5.78	5.90	-.12	5.95	5.92	+.03	5.95	6.06	-.11	5.95	6.09	-.14
EDGEWOOD-CEDAR DR	3	97.5	3.51	3.38	+.13	3.66	3.43	+.23	3.69	3.79	-.10	3.41	3.50	-.09
	5	100.9	5.27	5.24	+.03	5.34	5.31	+.03	5.41	5.49	-.08	5.23	5.53	-.30
FOREST HILL ELEM	3	99.8	3.99	3.53	+.46	3.97	3.59	+.38	3.98	3.94	+.04	3.93	3.62	+.31
	5	105.0	5.67	5.60	+.07	5.74	5.64	+.10	5.65	5.80	-.15	5.55	5.83	-.28
HALLS CROSS ROADS	3	96.8	3.38	3.34	+.04	3.55	3.39	+.16	3.66	3.75	-.09	3.49	3.46	+.03
	5	98.5	4.80	5.04	-.24	4.96	5.12	-.16	5.12	5.31	-.19	5.09	5.35	-.26
HAVRE DE GRACE	3	101.1	3.73	3.61	+.12	3.72	3.67	+.05	3.89	4.02	-.13	3.45	3.69	-.24
	5	100.2	5.39	5.18	+.21	5.44	5.25	+.19	5.69	5.43	+.26	5.55	5.48	+.07
HICKORY ELEM	3	103.6	3.80	3.77	+.03	3.75	3.84	-.09	4.15	4.17	-.02	3.73	3.83	-.10
	5	102.9	5.62	5.42	+.20	5.63	5.47	+.16	5.52	5.64	-.12	5.31	5.68	-.37
HIGHLAND ELEM	3	98.4	3.42	3.44	-.02	3.46	3.49	-.03	3.53	3.85	-.32	3.19	3.54	-.35
	5	99.0	5.07	5.08	-.01	5.16	5.16	+.00	5.04	5.34	-.30	5.41	5.39	+.02
HILLSDALE	3	100.9	3.55	3.60	-.05	3.65	3.66	-.01	3.94	4.01	-.07	3.57	3.68	-.11
	5	102.3	4.98	5.36	-.38	5.20	5.42	-.22	5.46	5.59	-.13	5.20	5.63	-.43
HOMESTEAD ELEM	5	108.7	6.15	5.91	+.24	6.22	5.94	+.28	6.30	6.08	+.22	6.18	6.11	+.07
JARRETTSVILLE	3	100.3	3.72	3.56	+.16	3.81	3.62	+.19	3.84	3.97	-.13	3.42	3.65	-.23
	5	102.9	5.69	5.42	+.27	5.76	5.47	+.29	5.55	5.64	-.09	5.38	5.68	-.30
JOPPATOWNE ELEM	3	107.1	4.14	4.00	+.14	4.38	4.07	+.31	4.61	4.39	+.22	4.09	4.02	+.07
	5	105.0	5.79	5.60	+.19	5.80	5.64	+.16	6.00	5.80	+.20	5.56	5.83	-.27
MEADOWVALE ELEM	3	103.4	3.88	3.76	+.12	3.95	3.83	+.12	4.17	4.16	+.01	3.76	3.92	-.06
	5	106.7	5.86	5.74	+.12	5.90	5.78	+.12	5.98	5.93	+.05	5.94	5.96	-.02
NORRISVILLE ELEM	3	104.3	3.84	3.82	+.02	4.04	3.89	+.15	4.01	4.22	-.21	3.68	3.87	-.19
	5	109.1	5.53	5.95	-.42	5.65	5.97	-.32	5.37	6.11	-.74 *	5.58	6.14	-.56 *
OAKINGTON ELEM	3	104.0	3.83	3.80	+.03	3.90	3.87	+.03	4.10	4.20	-.10	3.54	3.85	-.31
	5	104.9	5.62	5.59	+.03	5.53	5.63	-.10	5.66	5.79	-.13	5.70	5.82	-.12

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN PERCENT DISADVANTAGED (10)	SCHOOL AGE CHILDREN MEDIAN EDUCATION OF MOTHER (11)	SCHOOL AGE CHILDREN MEDIAN FAMILY INCOME ($) (12)
PROSPECT MILL	K-6	528	28.5	97.0	16.5	2.0	4.7	10.5	27.0	11.2	12.0	11747.0
RIVERSIDE	K-5	634	22.2	96.9	26.5	2.0	8.4	12.0	21.1	2.9	12.4	12796.0
SLATE RIDGE	K-6	230	23.9	94.8	7.6	2.0	12.3	8.5	47.9	9.2	10.9	8631.0
WAKEFIELD ELEM	K-3	994	29.2	95.9	32.0	2.0	12.6	23.3	17.6	3.7	12.3	13296.0
WM PACA OLD POST RD	K-5	952	21.6	94.9	40.0	4.0	8.5	9.9	25.0	6.6	11.2	10555.0
YOUTHS BENEFIT	K-6	1142	25.7	96.1	41.5	3.0	8.6	8.5	18.0	2.4	12.2	12648.0
ABERDEEN MIDDLE	6-8	1529	19.4	95.7	76.9	2.0	7.2	17.0	25.4	10.6	12.2	9407.0
EDGEWOOD MIDDLE	7-8	1213	19.9	93.5	59.0	2.0	7.2	21.0	34.4	7.4	11.9	10352.0
HAVRE DE GRACE MID	6-8	838	19.9	93.1	40.0	2.0	8.3	15.5	26.2	11.0	11.3	9624.0
JOPPATOWNE JR SR	6-11	1374	20.2	94.7	66.0	2.0	4.4	17.5	27.9	5.0	12.4	12419.0
ABERDEEN SR HIGH	9-12	1740	18.9	91.6	89.0	3.0	8.2	20.3	38.0	11.3	12.2	9411.0
BEL AIR MIDDLE	7-8	1972	18.4	95.8	104.0	3.0	8.1	14.0	32.7	5.5	12.2	12387.0
BEL AIR SR HIGH	9-12	3155	19.8	93.0	154.0	5.0	8.6	18.2	39.0	7.5	12.2	12387.0
EDGEWOOD SR HIGH	9-12	1432	18.8	91.4	73.0	3.0	9.1	17.0	38.1	7.7	12.0	10689.0
HAVRE DE GRACE SR	9-12	843	17.2	89.4	47.0	2.0	7.9	19.0	28.6	11.9	11.3	9625.0
NORTH HARFORD SR JR	7-12	1747	19.9	93.2	85.9	2.0	9.2	13.5	27.3	10.1	11.1	9687.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

HARFORD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
PROSPECT MILL	3 5	100.2 108.9	3.96 5.83	3.57 5.80	+.39 +.03	3.99 5.80	3.63 5.88	+.36 -.08	3.98 5.80	3.97 6.03	+.01 -.23	3.87 5.87	3.65 6.06	+.22 -.19
RIVERSIDE	3 5	103.4 107.3	4.16 5.92	3.78 5.76	+.38 +.16	4.19 6.02	3.84 5.81	+.35 +.21	4.33 6.28	4.17 5.94	+.16 +.34	4.09 5.92	3.82 5.97	+.27 -.05
SLATE RIDGE	3 5	9[illegible].1 98.3	3.47 5.11	3.44 4.92	+.03 +.19	3.80 5.18	3.52 5.04	+.28 +.14	3.68 5.52	3.88 5.24	-.20 +.28	3.38 5.60	3.56 5.29	-.18 +.31
WAKEFIELD ELEM	3	108.8	4.29	4.08	+.21	4.29	4.17	+.12	4.52	4.49	+.03	4.05	4.10	-.05
WM PACA OLD POST RD	3 5	99.[illegible] 103.[illegible]	3.66 5.46	3.46 5.36	+.20 +.10	3.71 5.62	3.52 5.45	+.19 +.17	3.81 5.56	3.88 5.65	-.07 -.09	3.47 5.57	3.57 5.68	-.10 -.11
YOUTHS BENEFIT	3 5	105.[illegible] 106.[illegible]	4.14 5.94	3.91 5.65	+.23 +.29	4.15 5.86	3.99 5.71	+.16 +.15	4.33 6.05	4.32 5.85	+.01 +.20	3.88 5.79	3.95 5.89	-.07 -.10
ABERDEEN MIDDLE	7	102.3	7.26	6.97	+.29	7.18	7.02	+.16	7.12	7.02	+.10	7.09	7.20	-.11
EDGEWOOD MIDDLE	7	100.3	6.81	6.81	+.00	6.96	6.86	+.10	7.01	6.92	+.09	7.00	7.10	-.10
HAVRE DE GRACE MID	7	96.7	6.84	6.44	+.40	6.82	6.52	+.30	6.62	6.64	-.02	6.72	6.81	-.09
JOPPATOWNE JR SR	7 9	104.8 105.4	7.56 9.28	7.32 8.98	+.24 +.30	7.48 9.04	7.32 8.81	+.16 +.23	7.46 8.92	7.35 8.81	+.11 +.11	7.42 8.91	7.54 9.05	-.12 -.14
ABERDEEN SR HIGH	9	104.1	8.89	8.68	+.21	8.80	8.58	+.22	8.59	8.54	+.05	8.74	8.80	-.06
BEL AIR MIDDLE	7	105.7	7.95	7.42	+.53	7.93	7.42	+.51	7.97	7.43	+.54	7.80	7.65	+.15
BEL AIR SR HIGH	9	108.6	9.48	9.27	+.21	9.26	9.19	+.07	9.22	9.09	+.13	9.37	9.39	-.02
EDGEWOOD SR HIGH	9	104.0	8.76	8.74	+.02	8.70	8.61	+.09	8.61	8.61	+.00	8.84	8.85	-.01
HAVRE DE GRACE SR	9	100.5	8.56	8.33	+.23	8.37	8.23	+.14	8.19	8.28	-.09	8.48	8.50	-.02
NORTH HARFORD SR JR	7 9	100.6 103.0	7.11 8.70	6.85 8.56	+.26 +.14	7.30 8.61	6.91 8.53	+.39 +.08	7.10 8.64	6.97 8.51	+.13 +.13	7.38 8.83	7.20 8.78	+.18 +.05

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

HARFORD COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
PROSPECT MILL	3	100.2	3.96	3.56	+.40	3.99	3.61	+.38	3.98	3.96	+.02	3.87	3.64	+.23
	5	108.9	5.83	5.93	-.10	5.80	5.96	-.16	5.80	6.09	-.29	5.87	6.12	[illegible]
RIVERSIDE	3	103.4	4.16	3.76	+.40	4.19	3.83	+.36	4.33	4.16	+.17	4.09	3.82	[illegible]
	5	107.3	5.92	5.79	+.13	6.02	5.83	+.19	6.28	5.97	+.31	5.92	[illegible]	[illegible]
SLATE RIDGE	3	99.1	3.47	3.48	-.01	3.80	3.54	+.26	3.68	3.89	-.21	3.38	[illegible]	-.20
	5	98.3	5.11	5.02	+.09	5.18	5.10	+.08	5.52	5.29	+.23	5.60	5.33	+.27
WAKEFIELD ELEM	3	108.8	4.29	4.11	+.18	4.29	4.19	+.10	4.52	4.50	+.02	4.05	4.11	-.06
WM PACA OLD POST RD	3	99.0	3.66	3.48	+.18	3.71	3.53	+.18	3.91	3.99	-.08	3.47	3.58	-.11
	5	103.6	5.46	5.48	-.02	5.62	5.53	+.09	5.56	5.69	-.13	5.57	5.73	-.16
YOUTHS BENEFIT	3	105.9	4.14	3.92	+.22	4.15	3.99	+.16	4.33	4.32	+.01	3.88	3.96	-.08
	5	106.0	5.94	5.68	+.26	5.86	5.72	+.14	6.05	5.87	+.18	5.79	5.91	-.12
ABERDEEN MIDDLE	7	102.3	7.26	7.07	+.19	7.18	7.09	+.09	7.12	7.16	-.04	7.09	7.36	-.27
EDGEWOOD MIDDLE	7	100.3	6.81	6.85	-.04	6.96	6.89	+.07	7.01	6.98	+.03	7.00	7.18	-.18
HAVRE DE GRACE MID	7	96.7	6.84	6.45	+.39	6.82	6.53	+.29	6.62	6.66	-.04	6.72	6.84	-.12
JOPPATOWNE JR SR	7	104.8	7.56	7.34	+.22	7.48	7.34	+.14	7.46	7.38	+.08	7.42	7.60	-.18
	9	105.4	9.28	8.98	+.30	9.04	8.84	+.20	8.92	8.84	+.08	8.91	9.08	-.17
ABERDEEN SR HIGH	9	104.1	8.89	8.83	+.06	8.80	8.68	+.12	8.59	8.71	-.12	8.74	8.94	-.20
BEL AIR MIDDLE	7	105.7	7.95	7.44	+.51	7.93	7.43	+.50	7.97	7.46	+.51	7.80	7.68	+.12
BEL AIR SR HIGH	9	108.6	9.48	9.35	+.13	9.26	9.21	+.05	9.22	9.16	+.06	9.37	9.43	-.06
EDGEWOOD SR HIGH	9	104.0	8.76	8.82	-.06	8.70	8.67	+.03	8.61	8.71	-.10	8.84	8.93	-.09
HAVRE DE GRACE SR	9	100.5	8.56	8.42	+.14	8.37	8.26	+.11	8.19	8.36	-.17	8.48	8.55	-.07
NORTH HARFORD SR JR	7	100.6	7.11	6.88	+.23	7.30	6.92	+.38	7.10	7.01	+.09	7.38	7.21	+.17
	9	103.0	8.70	8.71	-.01	8.61	8.55	+.06	8.64	8.61	+.03	8.83	8.82	+.01

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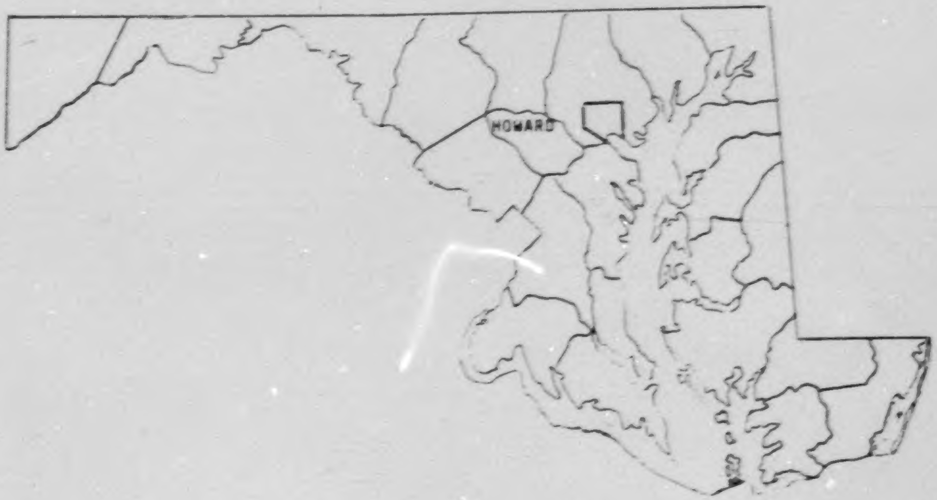
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.14 HOWARD COUNTY

School System Goals and Objectives



A. The Changing County. The Howard County Public School System is the most rapidly growing of all of the subdivisions of Maryland. Between 1968 and 1973 Howard County's public schools showed a 52.9% increase in enrollment. In the same period, the State school system averaged a 5.9% increase.

Much of the increase has been due to the development of the new City of Columbia which has grown, in a period of seven years, to 32,532 inhabitants. Having attracted persons from all fifty States and some foreign countries, Columbia has a population of diverse socio-economic and educational backgrounds.

Responsive to the anticipated needs of the changing pupil population, the Howard County public schools planned and implemented educational strategies of increased individualization, non-gradedness, team teaching, and open enrollment. Further, educational goal-setting, grounded in recognized behavioral objectives, is becoming an on-going process in curriculum and program development.

B. Goal Setting Activities. Howard County's goal setting activities have been directed toward aligning county goals in reading, writing, and mathematics with the goals specified in the State Accountability Model. In May, 1972, the Board of Education of Howard County approved a statement of philosophy which included those goals that underlie the day-to-day activities of the public schools. These goals are as follows:

- Establish programs related to the needs of youth and the society in which they are now living and in which they will live.
- Educate students to assimilate and to develop an appreciation of the culture and values of our democratic society and the world at large.
- Facilitate desirable mental, physical, social, and ethical development among all students.
- Help students to achieve command of the fundamental processes.
- Provide settings in which students may practice citizenship while preparing to act as competent and responsible citizens of the Nation.
- Educate students to explore their own capacities and aptitudes.
- Provide programs which will enable students to be effective in their chosen vocations or in their pursuit of higher education.
- Educate students to understand themselves as individuals in relationship to others.
- Provide an educational environment in which students gain experience in making value judgments.
- Guide students in the application of logical and reasonable processes which will contribute to the growth and progress of our society.
- Assist pupils in developing an understanding of the role of the family in society and the individual relationships which exist therein.
- Educate pupils in wise use of leisure time.

In August of 1973, the State Department of Education released to the public a set of academic goal statements in reading, writing, and mathematics to be used as the basis for the Accountability Program. A committee of teachers, principals, and supervisors responded by translating the State's general goal statements into an inclusive set of county goals. The Howard County Local System Goals are:

In Reading, each Howard County student who has achieved the objectives for reading established by the local school should demonstrate the ability to:

1.A. Identify purposes for using print and non-print reading materials.

1.B. Select from a variety of print and non-print materials those which are suitable both in level of difficulty and in content.

1.C. Use selected print and non-print materials to satisfy purposes for reading.

2.A. Explain and apply a system for recognizing words and determining their appropriate meanings.

2.B. Identify words instantly and consistently, and simultaneously associate appropriate meanings with those words.

3.A. Comprehend a reading selection through using personal experiences and knowledge to identify the literal meaning of the selection.

3.B. Comprehend a reading selection through using personal experiences and knowledge to infer implied meanings from the selection.

3.C. Comprehend a reading selection through using personal experiences and knowledge to react critically to the literal and implied meanings of the selection.

3.D. Comprehend a reading selection through using personal experiences and knowledge to respond creatively to the literal and implied meanings of the selection.

4.A. Meet the reading demands for functioning in society through following directions.

4.B. Meet the reading demands for functioning in society through locating reference materials.

4.C. Meet the reading demands for functioning in society through gaining and interpreting information from selected materials.

4.D. Meet the reading demands for functioning in society through interpreting forms.

4.E. Meet the reading demands for functioning in society through reading to attain personal development.

Each Howard County student who has achieved the objectives for reading established by the local school should:

5.A. Demonstrate a positive attitude toward reading by expressing an interest in reading and a desire to read.

5.B. Frequently choose to read when given several alternatives for leisure time activities.

In Writing, each Howard County student who has achieved the objectives for writing established by the local school should demonstrate the ability to:

1.A. Record thoughts and feelings for personal use, observing conventions of writing appropriate to the situation and purpose.

1.B. Communicate thoughts and feelings to others, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

2.A. Write in social situations, observing appropriate linguistic forms, levels of usage, and conventions of rhetoric and mechanics.

2.B. Write in business or vocational situations, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

2.C. Write in scholastic situations, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

3.A. Choose writing frequently as a means of fulfilling personal goals.

3.B. Choose writing frequently as a means of communicating with others.

3.C. Evidence satisfaction from the experience of writing.

In Mathematics, each Howard County student who has achieved the objectives for mathematics established by the local school should demonstrate the ability to:

1.A. Identify mathematical symbols.

1.B. Recall mathematical facts of addition, subtraction, multiplication, and division.

1.C. Recognize mathematical terms.

295

1.D. Recall mathematical definitions.

1.E. Name and order numerals.

1.F. Identify geometric shapes.

2.A. Perform computations in addition, subtraction, multiplication, and division.

2.B. Perform measurements.

2.C. Solve equations.

2.D. Solve inequalities.

3.A. Understand the concept of number.

3.B. Translate mathematical symbols into words.

3.C. Translate words into mathematical symbols.

3.D. Translate word problems into mathematical statements.

3.E. Translate mathematical statements into word problems.

3.F. Interpret pictorial representations of mathematical forms.

3.G. Translate mathematical statements into other mathematical forms.

3.H. Apply the concepts of location, size, and shape.

3.I. Use geometric properties.

3.J. Use the properties of the number system.

3.K. Describe physical phenomena in mathematical terms.

3.L. Associate known mathematical expressions with appropriate physical phenomena.

4.A. Analyze problem situations.

4.B. Develop a logical sequence in the solution of problems.

4.C. Solve problems by applying mathematical knowledge and skills.

4.D. Test the accuracy of solutions to problems.

5.A. Transfer and utilize mathematical knowledge and patterns of thought to the solution of personal problems.

5.B. Apply knowledge and insights gained in mathematics to participation in societal decisions.

6.A. Exhibit awareness of the importance of mathematics in the development of civilization.

6.B. Select games and puzzles which are mathematical in nature.

6.C. Use mathematical devices to improve accuracy and efficiency.

6.D. Exhibit awareness of the need for mathematical skills in career-related fields.

6.E. Use mathematics in daily living.

6.F. Exhibit interest in the contribution that mathematicians have made to everyday living.

6.G. Participate in the learning of mathematics beyond what is required.

Secondly, this same committee retranslated the inclusive set of county goal statements into behavioral objectives. These objectives define what a learner should be able to do at the end of an instructional sequence. They also represent a comprehensive set of sequential skills that go from simple to complex in each academic area specified by the State.

Thirdly, the committee determined the grade placement at which each objective should be achieved across all schools in Howard County. This predicted county achievement level is the grade level at which the staff predicts mastery of student performances as specified in the objective.

Finally, these sets of objectives, with anticipated achievement levels, were assembled into Objective Handbooks and made available to individual schools. These handbooks were organized as worksheets with the following headings: Student Performance, Predicted County Achievement Level, Suggested Type of Measurement, and Predicted School Achievement Level.

Activities at the Individual School Level. Utilizing the school objective handbooks, the responsibility of each school is not to further identify objectives but rather to specify anticipated mastery for its students. Additionally, it is to identify the type of measures to be used to assess success in achieving the behavior specified in the objective. To accomplish this, each school will complete the school objective worksheets in the handbook for each subject.

Monitoring of Program. Plans have been developed which detail procedures for monitoring, at the county level, of the grade placement of individual school objectives.

C. Results of the Accountability Assessment Program. Base line data provided by the Maryland Accountability Assessment Program indicate the level at which students are performing at the time of testing. These first year data do not indicate growth in academic achievement over a period of time. Therefore, since staff places emphasis on the progress students are making in learning, the 1973-74 accountability data were compared with data collected over the past five years so that academic progress within grades over the years and across grades could be determined. It is from this point of view that the following analysis is made:

Within Grades Over the Years. This analysis indicates that when comparing the 1973-74 Iowa Tests results with Iowa base line results in 1969-70 and in 1972-73, student achievement as measured in grade-equivalents, forms an upward trend and in terms of sub-test totals and composite scores are presently at their highest levels. This conclusion is supported by the following:

Grade 3

With 1969-70 scores as base line, county mean scores increased from 4.1 to 4.5 (four months) in Total Language Skills and from 3.8 to 4.0 (two months) in Total Arithmetic Skills, while general ability levels remained approximately the same (107.3 to 107.6). The same trend is observable when using 1972-73 test results as base line data.

Grade 5

With 1969-70 scores as base line, county mean scores increased from 5.8 to 6.1 (three months) in Total Language Skills and from 5.6 to 6.0 (four months) in Total Arithmetic Skills, while general ability levels decreased 1.8 units (107.6 to 105.8). The same trend is observable when using 1972-73 test results as base line data.

Grade 7

With 1972-73 scores as base line, the only base line that exists, county mean scores in grade seven have increased from 7.2 to 7.6 (four months) in Total Language Skills and from 6.9 to 7.6 (seven months) in Total Arithmetic Skills, while the cognitive aptitude level decreased 2.9 units (108.7 to 105.8).

Grade 9

No comparative statistics are available for grade 9 which replaced grade 10 in the assessment program during the 1973-74 school year. In previous years grade 10 was assessed with the Test of Academic Progress which showed a similar upward trend with county mean percentile ranks going from the 63rd percentile in 1970-71 to the 76th percentile in 1972-73.

Across Grades

Grade 3

The mean Iowa composite score of students tested in the eighth month of instruction is 4.2 grade-equivalents. This county mean score is well above the national norm by approximately four months.

Grade 5

The mean Iowa composite score of students tested in the eighth month of instruction is 6.0 grade-equivalents. This county mean score is above the national norm by approximately two months.

Grade 7

The mean Iowa composite score of students tested in the seventh month of instruction is 7.6 grade-equivalents. This county mean score is below the national norm by approximately one month.

Grade 9

The mean Iowa composite score of students tested in the seventh month of instruction if 9.2 grade-equivalents. This county mean score is below the national norm of 9.4 by approximately two months.

Grade 10

The mean composite score of students tested in 1973 with the Test of Academic Progress was at the 76th percentile rank. This county mean score is well above the national norm of the 50th percentile.

Summary	Composite Grade Equiv.	I.Q.
Grade 3		
1969-70	3.9	107.3
1973-74	4.2	107.4
Grade 5		
1969-70	5.8	107.6
1973-74	6.0	105.5
Grade 7		
1972-73	7.3	108.7
1973-74	7.6	105.8
Grade 9		
1973-74	9.2	105.3
Grade 10		
1969-70	63rd percentile	104.
1972-73	76th percentile	106.

D. Progress Toward System and/or School Goals Not Covered by State Assessment Instruments. It has been the intent of the Howard County School System to put into operation effective and varied instructional programs in both the cognitive and affective domains. Further, efforts have been made to provide for evaluation of such programs. In addition to ongoing local assessment programs, the Board of Education has also approved evaluations by outside agencies. One such evaluation effort began in 1967 by the University of Maryland and was designed to carry on five-year assessment programs of the county's three model schools (open space). Results indicate that model school students have a higher degree of choice of study topics, do more individual work, and enjoy a greater variety of instructional methods than other students.

Another such evaluation effort is a two-year study of the Center for the Social Organization of Schools conducted by The John Hopkins University which has found:

- Attendance in open-environment schools is significantly related to a higher level of student self-reliance; and
- Students in open-environment schools report that they are more satisfied and less bored in school, and react more positively to their teachers.

A third evaluation is a two-year study by the Institute of Field Studies of Teachers College, Columbia University. It will analyze the two previous studies and recommend future directions for development of the school system.

Other general assessment data which have been utilized include:

- Scholastic Aptitude Test scores for Howard County students have maintained an average of 984 in the past five years while the national averages for college-bound students have fallen from 948 to 924.
- Attendance in the Howard County public schools, from 1970 through 1974, has averaged over 93% of total students enrolled.
- The efforts of this school system to provide effective learning environments, program options, and varied teaching methods have attracted nation-wide attention. In the past four years, over 5,000 visitors from other States and foreign countries have visited Howard County schools each year. Many of them invite county personnel to serve as workshop and institute leaders in their home school districts.

E. Program Modification Activities. Central office staff work with school principals and teachers to modify curriculum, teaching techniques, staffing patterns, and school design to bring about increased student achievement. Future program modifications are being considered. Accountability will place emphasis on student learning outcomes rather than teacher performance. Accountability will call for an instructional model designed to provide feedback to administrators and teachers during the instructional process so that modifications and improvements can be made to assure that each student achieves to potential. This approach will require improved assessment procedures and systematic feedback strategies if student learning is to be accelerated.

F. Unmet Needs for Resources to Permit Improvement of Programs and Services. The development of accountability support systems require a reallocation of resources and the setting of different priorities at both the State and local level. Human resources skilled in psychometrics, objective-based instruction, and systems analysis are needed. Financial resources are needed to retrain staff, to provide differentiated staffing, and to develop support systems directed toward increased student learning rates. Such resources will be needed to permit improvement of those programs and services related to the Maryland Accountability Assessment Program.

HOWARD COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
61,911	$13,472	11.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.4	12.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
21,977	$10,833	$18,108	7.6	17.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
28.5	19.0	94.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,057.09	$792.93	75.0	$23.56

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.2	$6.75	0.6

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HOWARD COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1628	100.00	23	107.6	16.66	4.10	1.21
	5	1794	100.00	23	106.8	15.59	5.93	1.56
	7	1703	100.00	10	105.8	14.35	7.60	1.77
	9	1664	90.56	6	106.5	16.27	9.25	1.99
(2) READING COMPREHENSION	3	1628	100.00	23	107.6	16.66	4.15	1.35
	5	1794	100.00	23	106.8	15.59	5.89	1.53
	7	1703	100.00	10	105.8	14.35	7.53	1.66
	9	1664	90.56	6	106.5	16.27	9.15	1.84
(3) SPELLING	3	1628	100.00	23	107.6	16.66	4.64	1.37
	5	1794	100.00	23	106.8	15.59	6.12	1.71
	7	1703	100.00	10	105.8	14.35	7.58	2.04
	9	1664	90.56	6	106.5	16.27	9.13	2.23
(4) CAPITALIZATION	3	1628	100.00	23	107.6	16.66	4.39	1.32
	5	1794	100.00	23	106.8	15.59	6.08	1.71
	7	1703	100.00	10	105.8	14.35	7.63	1.96
	9	1664	90.56	6	106.5	16.27	9.19	2.28
(5) PUNCTUATION	3	1628	100.00	23	107.6	16.66	4.53	1.46
	5	1794	100.00	23	106.8	15.59	6.01	1.68
	7	1703	100.00	10	105.8	14.35	7.47	2.01
	9	1664	90.56	6	106.5	16.27	9.07	2.26

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

HOWARD COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1628	100.00	23	107.6	16.66	4.29	1.42
	5	1794	100.00	23	106.8	15.59	6.12	1.73
	7	1703	100.00	10	105.8	14.35	7.58	2.03
	9	1664	90.56	6	106.5	16.27	9.08	2.24
(7) LANGUAGE TOTAL	3	1628	100.00	23	107.6	16.66	4.46	1.25
	5	1794	100.00	23	106.8	15.59	6.08	1.53
	7	1703	100.00	10	105.8	14.35	7.57	1.77
	9	1664	90.56	6	106.5	16.27	9.12	2.03
(8) MATHEMATICAL CONCEPTS	3	1628	100.00	23	107.6	16.66	4.04	1.01
	5	1794	100.00	23	106.8	15.59	6.15	1.48
	7	1703	100.00	10	105.8	14.35	7.75	1.67
	9	1664	90.56	6	106.5	16.27	9.28	1.97
(9) MATHEMATICAL PROBLEMS	3	1628	100.00	23	107.6	16.66	3.90	1.11
	5	1794	100.00	23	106.8	15.59	5.78	1.36
	7	1703	100.00	10	105.8	14.35	7.48	1.59
	9	1664	90.56	6	106.5	16.27	8.92	1.88
(10) MATHEMATICAL TOTAL	3	1628	100.00	23	107.6	16.66	3.97	1.01
	5	1794	100.00	23	106.8	15.59	5.96	1.34
	7	1703	100.00	10	105.8	14.35	7.62	1.54
	9	1664	90.56	6	106.5	16.27	9.10	1.82

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ATHOLTON	K-5	459	22.4	96.5	18.5	2.0	11.7	17.3	29.3	0.8	12.6	15680.0
BRYANT WOODS	K-5	450	20.5	96.6	20.0	2.0	7.9	12.0	27.3	1.0	14.7	15218.0
CENTENNIAL LANE	K-5	411	24.2	96.2	15.0	2.0	6.2	15.0	29.4	4.1	12.3	14696.0
CLARKSVILLE ELEM	K-5	554	21.7	96.1	23.5	2.0	9.5	15.8	27.5	1.2	12.4	15301.0
ELKRIDGE	K-5	496	23.1	95.1	20.5	1.0	8.7	32.0	23.3	4.6	11.7	11385.0
ELLICOTT CITY ELEM	K-5	330	18.9	96.6	15.5	2.0	10.2	23.5	17.1	6.6	12.3	12264.0
FAULKNER RIDGE	K-5	336	22.4	95.4	14.0	1.0	9.7	24.0	40.0	0.0	14.1	15293.0
GUILFORD	K-5	291	16.2	93.8	16.0	2.0	7.2	17.5	38.9	7.6	11.8	11029.0
HAMMOND ELEM	K-5	447	21.0	96.5	19.3	2.0	9.9	14.1	28.2	6.0	12.3	13775.0
LISBON	K-5	568	23.2	95.2	23.5	1.0	10.1	11.0	24.5	9.1	12.0	11416.0
LONGFELLOW	K-5	520	23.6	95.9	20.0	2.0	7.7	14.0	27.3	0.0	14.8	15198.0
NORTHFIELD	K-5	433	16.0	97.4	25.0	2.0	6.5	15.0	22.2	3.2	12.3	14586.0
PHELPS LUCK	K-5	578	23.6	96.6	22.5	2.0	5.7	15.5	18.4	1.5	12.6	13948.0
ROCKLAND	K-5	442	18.8	96.2	21.5	2.0	7.7	13.7	19.1	12.8	12.1	13438.0
RUNNING BROOK	K-5	370	21.1	96.1	15.5	2.0	5.1	13.5	34.3	0.9	14.8	15198.0
ST JOHNS LANE	K-5	569	23.2	96.2	22.5	2.0	9.7	27.7	32.7	4.6	12.4	15950.0
STEVEN'S FOREST	K-5	516	24.6	96.7	19.0	2.0	3.6	11.0	23.8	2.6	12.7	15668.0
SWANSFIELD	K-5	444	21.1	95.7	19.0	2.0	4.2	20.5	28.6	0.0	13.2	15421.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

HOWARD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ATHOLTON	3	111.9	4.40	4.29	+.11	4.50	4.38	+.12	4.65	4.68	-.03	4.20	4.28	-.08
	5	111.6	6.44	6.16	+.28	6.35	6.16	+.19	6.30	6.31	-.01	6.37	6.33	+.04
BRYANT WOODS	3	109.3	4.34	4.22	+.12	4.45	4.29	+.16	4.74	4.59	+.15	4.40	4.16	+.24
	5	111.4	6.81	6.25	+.56	6.74	6.27	+.47	6.77	6.25	+.52	6.89	6.29	+.60 *
CENTENNIAL LANE	3	110.5	4.18	4.19	-.01	4.21	4.28	-.07	4.43	4.59	-.16	4.00	4.20	-.20
	5	106.6	5.98	5.77	+.21	5.95	5.79	+.16	6.10	5.95	+.15	5.77	5.98	-.21
CLARKSVILLE ELEM	3	104.9	4.06	4.11	-.05	4.01	4.18	-.17	4.38	4.49	-.11	3.87	4.12	-.25
	5	109.3	5.58	5.98	-.40	5.81	5.98	-.17	6.03	6.15	-.12	6.15	6.17	-.02
ELKRIDGE	3	102.7	3.58	3.70	-.12	3.56	3.77	-.21	3.92	4.11	-.19	3.38	3.77	-.39
	5	103.1	5.21	5.38	-.17	5.15	5.46	-.31	5.14	5.63	-.49	5.11	5.67	-.56 *
ELLICOTT CITY ELEM	3	103.6	3.80	3.78	+.02	3.88	3.85	+.03	4.36	4.18	+.18	4.03	3.83	+.20
	5	106.5	5.68	5.68	+.00	5.72	5.74	-.02	5.84	5.87	-.03	5.66	5.91	-.25
FAULKNER RIDGE	3	108.3	3.99	4.14	-.15	4.09	4.21	-.12	4.14	4.51	-.37	3.90	4.11	-.21
	5	108.0	6.19	6.00	+.19	5.96	6.01	-.05	6.10	6.03	+.07	6.04	6.07	-.03
GUILFORD	3	98.7	3.00	3.47	-.47	2.65	3.53	-.88 *	3.40	3.88	-.48	3.21	3.56	-.35
	5	97.8	4.36	5.03	-.67 *	4.39	5.11	-.72 *	4.60	5.26	-.66	4.97	5.31	-.34
HAMMOND ELEM	3	108.1	4.27	4.05	+.22	4.25	4.13	+.12	4.72	4.45	+.27	4.09	4.07	+.02
	5	104.7	6.17	5.61	+.56	5.69	5.65	+.04	6.28	5.79	+.49	6.37	5.83	+.54 *
LISBON	3	96.5	3.89	3.36	+.53	3.86	3.39	+.47	4.29	3.75	+.54	3.48	3.46	+.02
	5	101.5	5.51	5.30	+.21	5.47	5.37	+.10	5.76	5.52	+.24	5.69	5.96	-.27
LONGFELLOW	3	112.1	4.63	4.38	+.25	4.75	4.47	+.28	4.93	4.76	+.17	4.49	4.30	+.19
	5	109.5	6.67	6.14	+.53	6.72	6.15	+.57	6.78	6.12	+.66	6.79	6.17	+.62 *
NORTHFIELD	3	109.3	4.08	4.12	-.04	4.00	4.21	-.21	4.53	4.52	+.01	3.88	4.13	-.25
	5	110.9	6.37	6.05	+.32	6.11	6.08	+.03	6.49	6.24	+.25	6.05	6.26	-.21
PHELPS LUCK	3	109.3	4.41	4.13	+.28	4.36	4.22	+.14	4.54	4.53	+.01	4.19	4.13	+.06
	5	109.6	5.99	5.96	+.03	6.00	6.00	+.00	6.19	6.13	+.06	5.98	6.15	-.17
ROCKLAND	3	105.0	3.96	3.86	+.10	4.03	3.93	+.10	4.33	4.26	+.07	3.94	3.91	+.03
	5	103.8	5.82	5.53	+.29	5.98	5.57	+.41	5.74	5.73	+.01	5.78	5.76	+.02
RUNNING BROOK	3	114.2	4.67	4.50	+.17	4.38	4.60	-.22	4.67	4.89	-.22	4.35	4.41	-.06
	5	102.8	6.13	5.70	+.43	5.72	5.70	+.02	6.21	5.66	+.55	5.92	5.73	+.19
ST JOHNS LANE	3	111.3	4.28	4.25	+.03	4.51	4.33	+.18	5.12	4.64	+.48	4.41	4.25	+.16
	5	108.1	6.11	5.92	+.19	6.07	5.91	+.16	6.63	6.08	+.55	6.27	6.11	+.16
STEVEN'S FOREST	3	110.3	4.21	4.20	+.01	4.54	4.28	+.26	4.57	4.59	-.02	3.98	4.20	-.22
	5	106.3	6.19	5.81	+.38	6.15	5.81	+.34	5.97	5.95	+.02	5.95	5.98	-.03
SWANSFIELD	3	109.5	4.23	4.17	+.06	4.45	4.25	+.20	4.69	4.55	+.14	4.15	4.16	-.01
	5	108.9	6.11	6.00	+.11	6.17	6.01	+.16	6.35	6.11	+.24	6.25	6.14	+.11

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

HOWARD COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ATHOLTON	3	111.9	4.40	4.31	+.09	4.50	4.39	+.11	4.65	4.69	-.04	4.20	4.28	-.08
	5	111.6	6.44	6.16	+.28	6.35	6.17	+.18	6.30	6.30	+.00	6.37	6.32	+.05
BRYANT WOODS	3	109.3	4.34	4.14	+.20	4.45	4.22	+.23	4.74	4.53	+.21	4.40	4.14	+.26
	5	111.4	6.81	6.15	+.66	6.74	6.16	+.58	6.77	6.28	+.49	6.89	6.31	+.58 *
CENTENNIAL LANE	3	110.5	4.18	4.22	-.04	4.21	4.30	-.09	4.43	4.60	-.17	4.00	4.21	-.21
	5	106.6	5.98	5.73	+.25	5.95	5.77	+.18	6.10	5.92	+.18	5.77	5.95	-.18
CLARKSVILLE ELEM	3	108.9	4.06	4.11	-.05	4.01	4.19	-.18	4.38	4.50	-.12	3.87	4.12	-.25
	5	109.3	5.58	5.97	-.39	5.81	5.99	-.18	6.03	6.12	-.09	6.15	6.15	+.00
ELKRIDGE	3	102.7	3.58	3.72	-.14	3.56	3.78	-.22	3.92	4.12	-.20	3.38	3.78	-.40
	5	103.1	5.21	5.43	-.22	5.15	5.49	-.34	5.14	5.65	-.51	5.11	5.69	-.58 *
ELLICOTT CITY ELEM	3	103.6	3.80	3.77	+.03	3.88	3.84	+.04	4.36	4.17	+.19	4.03	3.83	+.20
	5	106.5	5.68	5.73	-.05	5.72	5.76	-.04	5.84	5.91	-.07	5.66	5.94	-.28
FAULKNER RIDGE	3	108.3	3.99	4.08	-.09	4.09	4.15	-.06	4.14	4.47	-.33	3.90	4.09	-.19
	5	108.0	6.19	5.85	+.34	5.96	5.88	+.08	6.10	6.03	+.07	6.04	6.06	-.02
GUILFORD	3	98.7	3.00	3.46	-.46	2.65	3.51	-.86 *	3.40	3.87	-.47	3.21	3.56	-.35
	5	97.8	4.36	4.98	-.62	4.39	5.06	-.67 *	4.60	5.25	-.65	4.87	5.30	-.43
HAMMOND ELEM	3	109.1	4.27	4.06	+.21	4.25	4.14	+.11	4.72	4.45	+.27	4.09	4.08	+.01
	5	104.7	6.17	5.57	+.60	5.69	5.62	+.07	6.28	5.78	+.50	6.37	5.81	+.56 *
LISBON	3	96.5	3.89	3.32	+.57 *	3.86	3.37	+.49	4.29	3.73	+.56	3.48	3.44	+.04
	5	101.5	5.51	5.30	+.21	5.47	5.36	+.11	5.76	5.53	+.23	5.29	5.57	-.28
LONGFELLOW	3	112.1	4.63	4.32	+.31	4.75	4.40	+.35	4.93	4.70	+.23	4.49	4.29	+.20
	5	109.5	6.67	5.98	+.69	6.72	6.00	+.72 *	6.78	6.14	+.64	6.79	6.17	+.62 *
NORTHFIELD	3	109.3	4.08	4.14	-.06	4.00	4.22	-.22	4.53	4.53	+.00	3.88	4.14	-.26
	5	110.9	6.37	6.10	+.27	6.11	6.12	-.01	6.49	6.25	+.24	6.05	6.27	-.22
PHELPS LUCK	3	109.3	4.41	4.14	+.27	4.36	4.22	+.14	4.54	4.53	+.01	4.19	4.14	+.05
	5	109.6	5.99	5.99	+.00	6.00	6.01	-.01	6.19	6.15	+.04	5.98	6.17	-.19
ROCKLAND	3	105.0	3.96	3.86	+.10	4.03	3.93	+.10	4.33	4.26	+.07	3.94	3.91	+.03
	5	103.8	5.82	5.49	+.33	5.98	5.54	+.44	5.74	5.71	+.03	5.78	5.74	+.04
RUNNING BROOK	3	114.2	4.67	4.45	+.22	4.38	4.54	-.16	4.67	4.83	.16	4.35	4.41	-.06
	5	102.8	6.13	5.41	+.72	5.72	5.46	+.26	6.21	5.63	+.58	5.92	5.67	+.25
ST JOHNS LANE	3	111.3	4.28	4.27	+.01	4.51	4.35	+.16	5.12	4.65	+.47	4.41	4.25	+.16
	5	108.1	6.11	5.86	+.25	6.07	5.89	+.18	6.63	6.03	+.60	6.27	6.06	+.21
STEVEN'S FOREST	3	110.3	4.21	4.20	+.01	4.54	4.29	+.25	4.57	4.59	-.02	3.98	4.20	-.22
	5	106.3	6.19	5.71	+.48	6.15	5.75	+.40	5.97	5.90	+.07	5.95	5.93	+.02
SWANSFIELD	3	109.5	4.23	4.15	+.08	4.45	4.23	+.22	4.69	4.54	+.15	4.15	4.15	+.00
	5	108.9	6.11	5.93	+.18	6.17	5.96	+.21	6.35	6.09	+.26	6.25	6.12	+.13

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
TALBOTT SPRINGS	K-5	336	19.8	94.8	15.0	2.0	2.6	10.5	17.6	1.5	12.6	14338.0
THUNDER HILL	K-5	540	23.5	97.1	21.0	2.0	4.9	18.5	13.0	1.5	12.6	13948.0
WATERLOO	K-5	338	17.8	95.0	17.0	2.0	7.7	15.3	21.1	4.7	12.1	12650.0
WEST FRIENDSHIP	K-5	599	23.0	95.5	24.0	2.0	7.8	15.3	28.8	5.2	12.1	12479.0
WHISKEY BOTTOM RD	K-5	454	21.1	94.5	19.5	2.0	7.1	13.5	23.3	8.8	11.7	10347.0
CLARKSVILLE MIDDLE	6-8	393	16.4	96.3	22.0	2.0	10.5	20.0	37.5	0.8	12.4	15387.0
DUNLOGGIN MIDDLE	6-8	442	18.4	97.0	22.0	2.0	5.4	18.7	33.3	3.4	12.3	14690.0
ELLICOTT CITY MID	6-8	507	18.2	95.5	25.9	2.0	9.5	22.5	28.7	6.2	12.3	12706.0
GLENWOOD MIDDLE	6-8	705	21.4	95.0	31.0	2.0	8.3	12.0	24.2	7.2	12.1	12348.0
HAMMOND MIDDLE	6-8	542	18.1	94.7	28.0	2.0	5.1	11.3	23.3	5.5	12.3	12767.0
HARPERS CHOICE MID	6-8	415	17.3	95.1	22.0	2.0	6.8	22.5	25.0	0.9	14.4	15259.0
OAKLAND MILLS MID	6-8	579	19.3	96.5	28.0	2.0	7.2	21.5	33.3	1.3	12.5	14726.0
PATAPSCO MIDDLE	6-8	590	17.9	96.7	31.0	2.0	7.2	13.0	30.3	7.7	12.3	14856.0
WATERLOO MIDDLE	6-8	640	20.0	93.5	30.0	2.0	7.6	16.6	37.5	5.3	11.8	11360.0
WILDE LAKE MIDDLE	6-8	476	19.0	95.0	23.0	2.0	5.9	22.5	20.0	1.2	13.4	15220.0
ATHOLTON HIGH	9-12	1090	21.6	93.3	47.5	3.0	8.8	15.2	39.6	6.0	12.2	12813.0
GLENELG HIGH	9-12	898	20.2	93.6	41.5	3.0	11.1	15.8	40.4	7.0	12.1	12563.0
HOWARD HIGH	9-12	1335	21.2	91.6	60.0	3.0	11.7	15.0	39.7	5.9	12.1	11881.0
MT HEBRON	9-12	1263	22.4	93.4	54.3	2.0	7.7	14.0	46.1	7.1	12.3	14810.0
OAKLAND MILLS HIGH	9-12	486	16.2	92.8	27.0	3.0	8.2	17.2	46.7	0.7	12.7	15195.0
WILDE LAKE HIGH	9-12	1105	19.7	85.2	5[illegible].1	3.0	6.5	14.8	31.2	2.2	13.4	15079.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

HOWARD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
TALBOTT SPRINGS	3 5	101.5 [illegible]	3.88 5.81	3.69 5.68	+.19 +.13	3.77 5.83	3.73 5.70	+.04 +.13	3.98 5.91	4.06 5.83	-.08 +.08	3.64 5.97	3.74 5.97	-.10 +.00
THUNDER HILL	3 5	114.6 110.5	4.43 6.27	4.43 6.02	+.00 +.25	4.57 6.39	4.55 6.06	+.02 +.33	4.59 6.50	4.85 6.19	-.26 +.31	4.14 6.38	4.40 6.21	-.26 +.17
WATERLOO	3 5	103.6 103.7	4.04 5.13	3.78 5.50	+.26 -.37	3.90 5.09	3.84 5.55	+.06 -.46	4.34 5.12	4.18 5.70	+.16 -.58	3.83 5.16	3.83 5.74	+.00 -.58 *
WEST FRIENDSHIP	3 5	108.0 107.4	4.19 5.99	4.02 5.73	+.17 +.26	4.30 6.12	4.12 5.80	+.18 +.32	4.96 6.51	4.44 5.94	+.52 +.57	4.11 6.42	4.05 5.97	+.06 +.45
WHISKEY BOTTOM RD	3 5	101.5 102.4	3.18 5.24	3.62 5.30	-.44 -.06	3.20 5.25	3.70 5.40	-.50 -.15	3.45 5.46	4.05 5.55	-.60 -.09	3.33 5.07	3.70 5.59	-.37 -.52
CLARKSVILLE MIDDLE	7	107.2	7.98	7.67	+.31	7.60	7.63	-.03	7.83	7.68	+.15	7.95	7.90	+.05
DUNLOGGIN MIDDLE	7	108.0	8.08	7.73	+.35	7.97	7.69	+.28	8.18	7.71	+.47	7.75	7.95	-.20
ELLICOTT CITY MID	7	106.9	7.49	7.55	-.06	7.45	7.54	-.09	7.44	7.54	-.10	7.62	7.77	-.15
GLENWOOD MIDDLE	7	104.0	7.21	7.25	-.04	7.25	7.26	-.01	7.32	7.30	+.02	7.59	7.50	+.09
HAMMOND MIDDLE	7	103.7	7.62	7.22	+.40	7.57	7.23	+.34	7.36	7.28	+.08	7.53	7.47	+.06
HARPERS CHOICE MID	7	107.8	7.86	7.63	+.23	7.63	7.59	+.04	7.80	7.57	+.23	7.73	7.68	+.05
OAKLAND MILLS MID	7	108.8	7.91	7.81	+.10	7.83	7.76	+.07	7.69	7.77	-.08	7.70	8.00	-.30
PATAPSCO MIDDLE	7	106.8	7.57	7.62	-.05	7.55	7.58	-.03	7.91	7.63	+.28	7.73	7.85	-.12
WATERLOO MIDDLE	7	100.1	6.77	6.83	-.06	6.86	6.87	-.01	6.73	6.96	-.23	7.05	7.14	-.09
WILDE LAKE MIDDLE	7	107.7	8.00	7.61	+.39	7.88	7.56	+.32	7.88	7.54	+.34	7.78	7.63	+.15
ATHOLTON HIGH	9	102.9	8.77	8.76	+.01	8.62	8.54	+.08	8.56	8.63	-.07	8.77	8.81	-.04
GLENELG HIGH	9	107.2	9.14	9.15	-.01	9.22	9.03	+.19	9.09	8.99	+.10	9.38	9.26	+.12
HOWARD HIGH	9	104.8	8.73	8.88	-.15	8.80	8.74	+.06	9.04	8.74	+.30	8.76	8.98	-.22
MT HEBRON	9	108.3	9.73	9.38	+.35	9.57	9.22	+.35	9.40	9.20	+.20	9.58	9.45	+.13
OAKLAND MILLS HIGH	9	107.3	9.45	9.32	+.13	9.31	9.09	+.22	9.33	9.12	+.21	9.22	9.33	-.11
WILDE LAKE HIGH	9	108.8	9.77	9.47	+.30	9.48	9.21	+.27	9.36	9.21	+.15	9.03	9.44	-.41

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

HOWARD COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
TALBOTT SPRINGS	3	101.5	3.88	3.64	+.24	3.77	3.70	+.07	3.98	4.04	-.06	3.64	3.71	-.07
	5	105.1	5.81	5.60	+.21	5.83	5.65	+.18	5.91	5.81	+.10	5.87	5.84	+.03
THUNDER HILL	3	114.6	4.43	4.48	-.05	4.57	4.57	+.00	4.59	4.86	-.27	4.14	4.43	-.29
	5	110.5	6.27	6.07	+.20	6.39	6.09	+.30	6.50	6.22	+.28	6.38	6.24	+.14
WATERLOO	3	103.6	4.04	3.77	+.27	3.90	3.84	+.06	4.34	4.17	+.17	3.83	3.83	+.00
	5	103.7	5.13	5.48	-.35	5.09	5.54	-.45	5.12	5.70	-.58	5.16	5.74	-.58 *
WEST FRIENDSHIP	3	109.0	4.14	4.06	+.08	4.30	4.13	+.17	4.96	4.45	+.51	4.11	4.07	+.04
	5	107.4	5.99	5.80	+.19	6.12	5.83	+.29	6.51	5.98	+.53	6.42	6.01	+.41
WHISKEY BOTTOM RD	3	101.5	3.18	3.64	-.46	3.20	3.70	-.50	3.45	4.04	-.59	3.33	3.71	-.38
	5	102.4	5.24	5.37	-.13	5.25	5.43	-.18	5.46	5.60	-.14	5.07	5.64	-.57 *
CLARKSVILLE MIDDLE	7	107.2	7.98	7.61	+.37	7.60	7.58	+.02	7.83	7.59	+.24	7.95	7.82	+.13
DUNLOGGIN MIDDLE	7	108.0	8.08	7.69	+.39	7.97	7.66	+.31	8.18	7.66	+.52	7.75	7.89	-.14
ELLICOTT CITY MID	7	106.9	7.49	7.57	-.08	7.45	7.55	-.10	7.44	7.57	-.13	7.62	7.79	-.17
GLENWOOD MIDDLE	7	104.0	7.21	7.25	-.04	7.25	7.26	-.01	7.32	7.31	+.01	7.59	7.52	+.07
HAMMOND MIDDLE	7	103.7	7.62	7.22	+.40	7.57	7.23	+.34	7.36	7.28	+.08	7.53	7.49	+.04
HARPERS CHOICE MID	7	107.8	7.86	7.67	+.19	7.63	7.64	-.01	7.80	7.64	+.16	7.73	7.87	-.14
OAKLAND MILLS MID	7	108.8	7.91	7.78	+.13	7.83	7.74	+.09	7.69	7.73	-.04	7.70	7.97	-.27
PATAPSCO MIDDLE	7	106.8	7.57	7.56	+.01	7.55	7.54	+.01	7.91	7.56	+.35	7.73	7.78	-.05
WATERLOO MIDDLE	7	100.1	6.77	6.83	-.06	6.86	6.87	-.01	6.73	6.96	-.23	7.05	7.16	-.11
WILDE LAKE MIDDLE	7	107.7	8.00	7.66	+.34	7.88	7.63	+.25	7.88	7.64	+.24	7.78	7.87	-.09
ATHOLTON HIGH	9	102.9	8.77	8.70	+.07	8.62	8.54	+.08	8.56	8.60	-.04	8.77	8.81	-.04
GLENELG HIGH	9	107.2	9.14	9.19	-.05	9.22	9.05	+.17	9.09	9.02	+.07	9.38	9.28	+.10
HOWARD HIGH	9	104.8	8.73	8.91	-.18	8.80	8.77	+.03	9.04	8.78	+.26	8.76	9.02	-.26
MT HEBRON	9	108.3	9.73	9.31	+.42	9.57	9.18	+.39	9.40	9.13	+.27	9.58	9.40	+.18
OAKLAND MILLS HIGH	9	107.3	9.45	9.20	+.25	9.31	9.06	+.25	9.33	9.03	+.30	9.22	9.29	-.07
WILDE LAKE HIGH	9	108.8	9.77	9.37	+.40	9.48	9.24	+.24	9.36	9.18	+.18	9.03	9.45	-.42

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILTY ASSESSMENT INFORMATION

4.15 KENT COUNTY

School System Goals and Objectives

A. General. Having now completed the first year of Maryland's Accountability Assessment program, the citizens of Kent County have many reasons to be pleased with the testing information. During the past several years many of the instructional programs have been revamped and improved, and it is apparent that our students are profiting from these changes. Students in every grade and school tested did very well when compared to other students with similar ability throughout the State. It is extremely gratifying to note these high scores, especially in reading comprehension and other communication skills. Looking at all Kent County Schools, reading comprehension, language and vocabulary scores show an average of from one-half to one grade level above similar schools in Maryland. Mathematics scores range from being at grade level, as expected, to more than one-half grade level above the average of similar schools in the State.

Although today's modern school system is asked to teach many areas outside of the basic skills, in Kent County there is an obvious continued stress on the fundamentals of reading, writing and mathematics. These basic skills are measured by the Iowa Tests of Basic Skills. Reading, as one of the most important communication skills, is taught through the use of three different basal reader programs. We use different programs for various types of learners. For example, the Harper and Row Publisher's Design for Reading program relates reading to mathematics, science and social studies for children who are having difficulty with this skill. This is done to interest students and provide a stimulation to want to read. This program, as in the other reading programs of Kent County, expands the student's vocabulary with words and understandings needed to be successful in normal living. Many students learn to read more effectively through the use of the sounds of the language. All of our reading programs emphasize phonics skills as well as other approaches. Reading is taught formally as a separate subject through the elementary and middle school grades. Many students continue to receive daily reading instruction through the tenth grade; plans are underway to continue to emphasize this skill development through high school for those students who need it.

A significant part of each Kent County student's day is spent in learning how to write, spell, punctuate and use our language. Several excellent programs have been adopted, all of which have contributed to the fine scores earned in the Language section of the Iowa Test. The spelling program, for example, provides all students with one thousand essential words, while more able students will be able to spell in excess of five thousand words before completing the eighth grade.

One of the criticisms heard of many school systems is that they are not teaching enough addition, subtraction, division, and multiplication basics. Many feel that "modern math" may not be supplying boys and girls with these fundamental skills so necessary in life. To meet this challenge, Kent County has recently adopted the Holt School Mathematics program. This program focuses on the student's mastery of basic addition, subtraction, division, and multiplication skills. Word problems and solution skills are emphasized at every grade level. Sufficient advanced and independent work is also available in the series to stimulate even the most rapid learners. Perhaps, most important of all, the textbooks are organized so that each student may progress at his own pace.

The teaching staff is optimistic that these programs, and others not mentioned, will provide students with a strong educational background. We intend to continue to seek better programs and teaching methods, with the knowledge that the citizens of Kent County want the finest quality of education.

The staff of each individual school is now busy re-examining the educational objectives they feel are needed to assure that students learn all necessary skills. Teachers must be able to measure whether these objectives have been reached so that curriculum improvements can continue to be made. This is proving to be an exciting activity because it requires that teachers ask first what is the essential learning that students need to master. Then they must proceed with the development of appropriate objectives. These objectives will include practical knowledge as well as traditional formal learning. For example, elementary schools have included the need for a fourth grade student, when seeing ten different directional signs, to be able to show that he understands all of them. Given the price of similar consumer products, a fifth grade student should be able to fill out an income tax form accurately, legibly and with appropriate information. There are many other examples of important practical learning that schools must teach. We feel that this process of evaluation will help to make our curriculum more meaningful to students and extend it far beyond those skills measured by the Maryland Assessment Program.

B. Kent County School System Goals. Based upon the State-wide Goals in Reading, Writing and Mathematics, adopted by the Maryland State Board of Education, Kent County has developed the following Local System Goals:

In Reading, each student should be able to:

1.A. Identify personal purposes for using print and nonprint materials.

1.B. Select from a wide variety of available print and nonprint materials those which are suitable both in content and level of difficulty.

2.A. Demonstrate that a word recognition system has been mastered.

2.B. Pronounce words instantly and to identify their appropriate meanings.

3.A. Demonstrate the ability to comprehend appropriate reading materials.

3.B. Ask appropriate questions about the content being discussed or read and to find reasonable answers based on his knowledge and experience.

4.A. Demonstrate the ability to follow directions.

4.B. Demonstrate the ability to locate references.

4.C. Demonstrate the ability to obtain information.

4.D. Understand and utilize appropriate forms.

4.E. Demonstrate the ability to utilize print and nonprint materials for personal reading habit development.

5. Demonstrate an interest in reading a variety of materials for personal enjoyment and knowledge.

In Writing, each student should be able to:

1.A. Record his own thoughts and feelings so that he can understand and use what he has written.

1.B. Communicate his thoughts and feelings to others in writing, observing accepted conventions of writing.

2.A. Use the writing process to respond to the obligations and demands of society in vocational and business situations, observing accepted conventions of writing.

2.B. Use the writing process to respond to the obligations and demands of society in scholastic situations, observing accepted conventions of writing.

2.C. Use the writing process to respond to the obligations and demands of society in a social situation, observing accepted conventions of writing.

3. Value his writing according to the extent it meets personal, social, business, vocational and scholastic needs.

In Mathematics, each student should be able to:

1.A. Demonstrate the ability to count.

1.B. Identify mathematical symbols and to recall mathematical facts and definitions.

1.C. Identify and to describe some of the common geometric shapes.

2.A. Perform the basic operations of addition, subtraction, multiplication and division.

2.B. Demonstrate the ability to solve simple equations and inequalities.

2.C. Understand the concept of measurement and to use basic measuring devices.

3.A. Understand the concepts and operations of whole numbers, fractions, and decimals.

3.B. Understand and use the concept of percents, ratios and proportions.

3.C. Demonstrate an understanding of the concepts associated with the use of graphs, charts and tables.

3.D. Demonstrate an understanding of mathematical concepts and processes by translating from words to mathematical symbols and from mathematical symbols to words.

4. Demonstrate the skills, knowledge and logic needed to solve problems.

5.A. Recognize the existence of a problem and to find a solution.

5.B. Understand and use the current systems of measurement.

6.A. Recognize the contributions that mathematics has made to the progress of civilization.

6.B. Recognize the importance of mathematics in daily life.

6.C. Participate in the learning of mathematics beyond that which is merely required.

KENT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
16,146	$7,636	30.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
3,815	$9,501	$15,955	9.3	18.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
14.2	18.5	93.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$973.33	$696.00	71.8	$21.24

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.2	$10.52	1.1

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	259	92.28	5	96.5	16.64	4.00	1.12
	5	316	95.25	3	99.1	16.11	5.37	1.54
	7	312	96.47	3	95.2	15.99	7.73	1.74
	9	331	78.55	1	99.0	15.61	8.84	2.05
(2) READING COMPREHENSION	3	259	92.28	5	96.5	16.64	4.08	1.20
	5	316	95.25	3	99.1	16.11	5.26	1.34
	7	312	96.47	3	95.2	15.99	7.38	1.46
	9	331	78.55	1	99.0	15.61	8.39	1.76
(3) SPELLING	3	259	92.28	5	96.5	16.64	4.48	1.22
	5	316	95.25	3	99.1	16.11	5.80	1.62
	7	312	96.47	3	95.2	15.99	8.04	1.78
	9	331	78.55	1	99.0	15.61	8.96	2.06
(4) CAPITALIZATION	3	259	92.28	5	96.5	16.64	4.50	1.26
	5	316	95.25	3	99.1	16.11	6.12	1.62
	7	312	96.47	3	95.2	15.99	8.30	1.82
	9	331	78.55	1	99.0	15.61	8.58	2.26
(5) PUNCTUATION	3	259	92.28	5	96.5	16.64	4.80	1.33
	5	316	95.25	3	99.1	16.11	5.78	1.59
	7	312	96.47	3	95.2	15.99	7.92	1.75
	9	331	78.55	1	99.0	15.61	8.54	2.27

AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

* NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

KENT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	259	92.28	5	96.5	16.64	4.04	1.36
	5	316	95.25	3	99.1	16.11	5.34	1.71
	7	312	96.47	3	95.2	15.99	7.88	1.85
	9	331	78.55	1	99.0	15.61	8.42	2.38
(7) LANGUAGE TOTAL	3	259	92.28	5	96.5	16.64	4.45	1.14
	5	316	95.25	3	99.1	16.11	5.76	1.41
	7	312	96.47	3	95.2	15.99	8.03	1.50
	9	331	78.55	1	99.0	15.61	8.62	1.92
(8) MATHEMATICAL CONCEPTS	3	259	92.28	5	96.5	16.64	3.85	.92
	5	316	95.25	3	99.1	16.11	5.45	1.33
	7	312	96.47	3	95.2	15.99	7.17	1.46
	9	331	78.55	1	99.0	15.61	8.50	1.80
(9) MATHEMATICAL PROBLEMS	3	259	92.28	5	96.5	16.64	3.73	.98
	5	316	95.25	3	99.1	16.11	5.26	1.26
	7	312	96.47	3	95.2	15.99	7.27	1.53
	9	331	78.55	1	99.0	15.61	8.58	1.86
(10) MATHEMATICAL TOTAL	3	259	92.28	5	96.5	16.64	3.79	.89
	5	316	95.25	3	99.1	16.11	5.36	1.21
	7	312	96.47	3	95.2	15.99	7.22	1.38
	9	331	78.55	1	99.0	15.61	8.55	1.71

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CHESTERTOWN	K-4	408	20.9	96.0	17.5	2.0	10.9	20.5	5.1	10.0	11.6	9156.0
MILLINGTON	K-4	106	21.2	95.0	4.0	1.0	20.5	9.0	20.0	25.7	11.0	7474.0
ROCK HALL	K-4	220	18.3	93.0	10.0	2.0	8.9	26.0	16.7	22.2	10.3	6195.0
WORTON	K-4	417	22.4	97.0	16.9	1.7	6.7	19.7	9.1	18.1	11.2	7492.0
CHESTERTOWN MID	5-8	755	19.9	96.0	36.0	2.0	6.3	10.5	18.4	14.7	11.4	8306.0
GALENA	K-8	433	18.0	96.0	22.0	2.0	9.5	21.5	12.5	21.6	11.2	7273.0
ROCK HALL SR MID	5-8	249	14.6	95.0	15.0	2.0	7.4	33.5	17.6	20.2	10.3	6331.0
KENT COUNTY HIGH	9-12	1227	19.8	89.0	58.0	4.0	8.1	10.7	14.5	18.9	11.1	7636.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

KENT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CHESTERTOWN	3	97.4	3.62	3.38	+.24	3.75	3.44	+.31	4.43	3.80	+.63 *	3.65	3.48	+.17
MILLINGTON	3	99.6	4.61	3.46	+1.15 *	3.98	3.56	+.42	4.81	3.92	+.89 *	4.26	3.57	+.69 *
ROCK HALL	3	97.3	4.70	3.29	+1.41 *	4.49	3.39	+1.10 *	4.76	3.76	+1.00 *	4.12	3.44	+.68 *
WORTON	3	93.7	3.94	3.13	+.81 *	4.24	3.19	+1.05 *	4.14	3.57	+.57	3.62	3.28	+.34
CHESTERTOWN, MI	5	97.5	4.97	4.89	+.08	5.12	5.02	+.10	5.69	5.17	+.52	5.26	5.22	+.04
	7	94.9	7.77	6.20	+1.57 *	7.49	6.30	+1.19 *	7.78	6.42	+1.36 *	7.26	6.55	+.71 *
GALENA	3	98.4	3.72	3.40	+.32	3.96	3.49	+.47	4.66	3.85	+.81 *	3.84	3.51	+.33
	5	101.5	5.72	5.10	+.62	5.38	5.25	+.13	5.52	5.42	+.10	5.55	5.46	+.09
	7	95.0	8.21	6.18	+2.03 *	6.98	6.30	+.68 *	8.88	6.40	+2.48 *	7.14	6.56	+.58
ROCK HALL SR MID	5	101.4	6.21	5.00	+1.21 *	5.56	5.18	+.38	6.23	5.40	+.83 *	5.44	5.44	+.00
	7	96.4	7.06	6.34	+.72	7.52	6.46	+1.06 *	7.83	6.54	+1.29 *	7.18	6.76	+.42
KENT COUNTY HIGH	9	99.0	8.84	8.07	+.77	8.39	8.01	+.38	8.62	8.05	+.57	8.55	8.28	+.27

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATU STATISTICALLY CONTROLLED‡

KENT COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CHESTERTOWN	3	97.4	3.62	3.38	+.24	3.75	3.43	+.32	4.43	3.79	+.64 *	3.65	3.49	+.16
MILLINGTON	3	99.6	4.61	3.52	+1.09 *	3.98	3.57	+.41	4.81	3.93	+.88 *	4.26	3.61	+.65 *
ROCK HALL	3	97.3	4.70	3.37	+1.33 *	4.49	3.42	+1,07 *	4.76	3.78	+.98 *	4.12	3.48	+.64 *
WORTON	3	93.7	3.94	3.14	+.80 *	4.24	3.18	+1.06 *	4.14	3.56	+.58	3.62	3.29	+.33
CHESTERTOWN MID	5	97.5	4.97	4.95	+.02	5.12	5.04	+.08	5.69	5.23	+.46	5.26	5.27	-.01
	7	94.9	7.77	6.26	+1.51 *	7.49	6.35	+1.14 *	7.78	6.50	+1.28 *	7.26	6.68	+.58
GALENA	3	98.4	3.72	3.44	+.28	3.96	3.49	+.47	4.66	3.85	+.81 *	3.84	3.54	+.30
	5	101.5	5.72	5.30	+.42	5.38	5.36	+.02	5.52	5.53	-.01	5.55	5.57	-.02
	7	95.0	8.21	6.27	+1.94 *	6.98	6.36	+.62	8.88	6.51	+2.37 *	7.14	6.68	+.46
ROCK HALL SR MID	5	101.4	6.21	5.29	+.92 *	5.50	5.35	+.21	6.23	5.53	+.70 *	5.44	5.56	-.12
	7	96.4	7.06	6.42	+.64	7.52	6.50	+1.02 *	7.43	6.64	+1.19 *	7.18	6.81	+.37
KENT COUNTY HIGH	9	99.0	8.84	8.25	+.59	8.39	8.08	+.31	8.62	8.21	+.41	8.55	8.39	+.16

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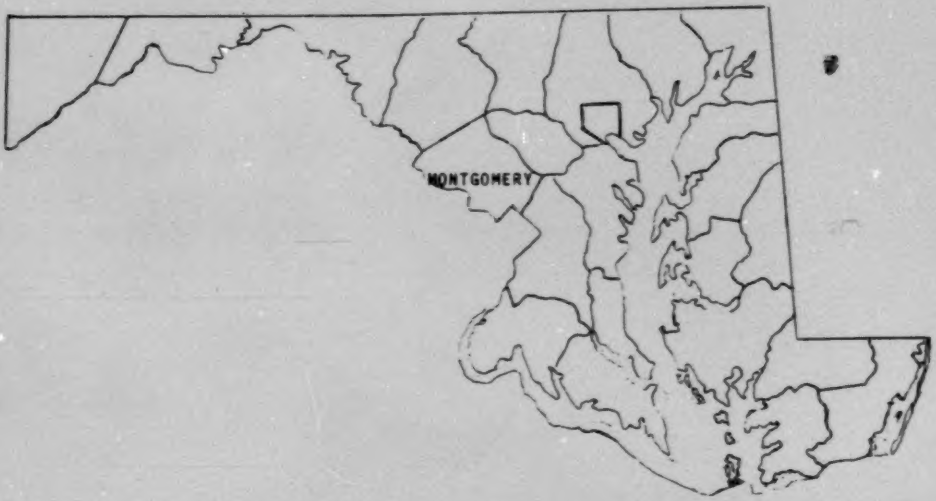
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.16 MONTGOMERY COUNTY

School System Goals and Objectives



A. General. The Montgomery County Public Schools (MCPS) welcome the opportunity to provide information for inclusion in the first report to the Governor and General Assembly required by the Maryland Law on educational accountability. This law has provided an impetus for acceleration of an already active accountability (or "Quality assurance") effort in Montgomery County.

B. Goal Setting Activities. Goals of Education adopted by the Montgomery County Board of Education in 1958 were revised in February, 1973. These goals for students deal with academic skills, physical development, intellectual development, the individual and society, scientific understanding, aesthetic expression, and career development. Accompanying these goals for students are commitments of the Board of Education and staff pertaining to such matters as selecting and training of qualified staff, providing comprehensive instructional programs, evaluating instructional programs and reporting results, encouraging a continuing dialogue with the community, and informing citizens about the objectives and costs of their school system.

During the past decade MCPS established goals and instructional program objectives for all subjects. When the Maryland State Department of Education (MSDE) issued guidelines for implementing accountability legislation, MCPS reviewed its goals in reading, writing, and mathematics and made changes required by State goals and MSDE criteria.

C. Montgomery County School System Goals. Based upon the State-wide Goals in reading, writing, and mathematics, adopted by the Maryland State Board of Education, Montgomery County has developed the following Local System Goals (the same MCPS Goal may be coded to more than one State Goal):

In Reading, each student who has completed the elementary-secondary reading program of this school system should be able to:

1.A. Synthesize, into a new form of expression, ideas selected from communications.

1.B. Interpret major ideas and relationships between ideas.

1.C. Identify purpose and select appropriate materials from a wide variety of available print and non-print.

2.A. Locate and/or recall specific information.

2.B. Analyze organizational pattern of a communication (picture, paragraph, chapter, book, story, poem, report, or article).

2.C. Interpret major ideas and relationships between ideas.

2.D. Use grammatical structure (syntactic clues) to derive meaning.

2.E. Relate alphabetic symbols to language sounds in context of words.

2.F. Relate left-to-right letter pattern (written words) to corresponding oral word pattern.

2.G. Use structural clues to word recognition.

2.H. Recode words of more than one syllable.

3,A. Associate words with objects or ideas they represent.

3.B. Locate and/or recall specific information.

3.C. Translate a communication into a different form, different language, or different level of abstraction.

3.D. Interpret major ideas and relationships between ideas.

3.E. Make predictions from data.

3.F. Apply previously learned skills or generalizations to new situations and problems.

3.G. Analyze organizational pattern of communication (picture, paragraph, chapter, book, story, poem, report, or article).

3.H. Synthesize, into a new form of expression, ideas selected from communications.

3.I. Evaluate communications.

4.A. Locate and/or recall specific information.

4.B. Translate a communication into a different form, different language, or different level of abstraction.

4.C. Analyze organizational pattern of a communication (picture, paragraph, chapter, book, story, poem, report, or article).

4.D. Decode abbreviations and measurement symbols.

4.E. Associate words with objectives or ideas they represent.

5.A. Recognize written words that represent common spoken words (sight vocabulary).

5.B. Use context.

5.C. Read orally to convey meaning.

5.D. Analyze organizational pattern of a communication (picture, paragraph, chapter, book, story, poem, report, or article).

5.E. Synthesize, into a new form of expression, ideas selected from communications.

5.F. Evaluate communications.

5.G. Have a positive attitude toward reading.

In Writing, each student who has completed the elementary-secondary writing program of this school system should be able to:

1.A. Write effectively for his/her own use and/or enjoyment, displaying such adherence to convention as is dictated by the purpose.

1.B. Express himself/herself effectively in writing for a personally defined audience and purpose with such adherence to convention as is dictated by audience and purpose.

2.A. Write in appropriate language and form such communications as are required by school, by social life, or by employment, demonstrating such adherence to convention as is dictated by audience and purpose.

2.B. Proofread and edit written communications which are consistent with his/her instructional experiences, demonstrating such adherence to convention as is appropriate to audience and purpose.

3.A. Exhibit an awareness of the purposes and situations in his/her own life for which writing is important and of the degree of adherence to convention that is demanded by each.

3.B. Value and willingly use writing for private, social, and business purposes.

3.C. Exhibit an awareness of the essential interrelationships that exist between writing and the other language arts.

In Mathematics, each student who has completed the elementary-secondary mathematics program of this school system should be able to:

1.A. Develop basic skills in using the vocabulary and symbols of mathematics.

1.B. Develop skills in recognizing common geometric shapes.

2.A. Develop basic skills in computing.

2.B. Develop basic skills in working with geometric shapes.

2.C. Develop basic skills in measuring, graphing, and using tables, and charts.

3.A. Develop understanding of the vocabulary and symbols of mathematics.

3.B. Develop understandings necessary for translating among mathematical symbols words and the physical world.

3.C. Develop concepts related to common geometric shapes.

3.D. Develop understanding of computation.

3.E. Develop understanding in measurement.

3.F. Develop an understanding of basic principles related to the structure of mathematics.

4. Develop understanding and basic skills in problem solving.

5. Apply the principles of mathematical reasoning to the solution of problems.

6.A. Appreciate the significance of mathematics in daily living and its contribution to our cultural heritage.

6.B. Use mathematics as needed in daily living.

D. Objectives Setting Assessment and Related Educational Activities. Grade level objectives have been drafted or revised for the above-mentioned instructional areas and are now being reviewed by teachers. These objectives will be established for MCPS by March, 1975. All schools will use the same minimum set of grade level objectives. Individualizing instruction according to the needs of students is accomplished through the use of varied teaching methods, materials, and student assessment measures rather than through the use of alternative sets of basic objectives.

Curriculum guides have been developed by MCPS for the teaching of pre-reading skills, word analysis, and reading comprehension skills. Suggestions for teaching a range of objectives and for the use of a variety of instructional resources are included, along with illustrative assessment measures and record-keeping forms on which teachers chart student progress on specific objectives. Inservice workshops are being conducted this year as they have been during the past two years, to increase skill of faculties in planning, conducting, and assessing reading instruction.

Collections of assessment measures in reading, writing, and mathematics are in preparation for use by teachers to evaluate student progress and to be assembled in tests for school and system-wide program evaluation. The development, selection, and field testing of assessment measures is a priority for MCPS because these tools are essential to provide students better feedback on their own learning and to provide teachers and administrators feedback on how well students achieve the objectives of the instructional program.

A demonstration project for the assessment of student writing was conducted in MCPS with support and cooperation of MSDE Division of Research, Evaluation, and Information Services. MCPS measured achievement of a representative sample of 13 and 17 year old students, using writing exercises released by the National Assessment of Educational Progress (NAEP). This project demonstrated the feasibility of making direct assessment of goals and objectives beyond those measured by standardized tests, without testing all students in our schools. The scoring, evaluation, and reporting of results require more time and expertise than do standardized tests. However, the use of sampling procedures and exercises different from multiple-choice questions makes possible the assessment of a wider range of instructional objectives than can be measured by standardized tests. An assessment of reading using NAEP exercises was also completed using a representative sample of Grade 4, 8 and 10 students. This approach to assessment should make a useful contribution to future implementations of the educational accountability law.

MCPS has established procedures for providing standardized tests results to students, parents, teachers, the local school community, and the Montgomery County Board of Education. These reporting processes assure that student needs, as assessed by standardized tests, are known by those who have responsibility for followup. Each school distributes by October an annual progress report to its community which includes information on enrollment; student interests, needs, and achievement, as assessed by tests and other procedures; staff allocation and assignments; facilities; finances; and school objectives for the past and current school year. School objectives and anticipated evidence of their attainment are established by the school staff, with the involvement of the community.

Objectives deal with needs considered priorities for students or staff. Several examples from local school reports for this year follow:

1. Improve student language arts communication skills. Evidence includes increased student confidence in speaking before groups, improved results on standardized tests of language usage and vocabulary, fewer errors in written work and composition, more writing of original poetry, and a larger and more descriptive oral and written vocabulary.

2. Improve staff familiarity with the metric system of measurement. Evidence includes teacher self-reports of improved understanding of the metric system, more units on the system offered students and additional instructional materials developed or purchased on this topic.

3. Plan and establish with students a consistent school-wide policy on discipline. Evidence of achievement of this objective will include fewer accidents involving students, a cleaner school building, and fewer complaints received from playground aides during lunch and recess periods.

MCPS reports systemwide standardized tests results to the Montgomery County Board of Education in the Fall of each year. Results collected for the Maryland Accountability Assessment Program Report agree to some extent with those included in the local annual report. Student achievement in grades 3 and 5 is particularly high in relation to aptitude, while some achievement test scores in grades 7 and 9 show the need for improvement.

E. Program Modification Activities. MCPS has plans underway for improving basic skills instruction and integrating basic skills into all programs as recommended by the Policy on Middle/Junior High Schools which was adopted by the Board of Education last Spring.

During 1973-74 a long-range plan for improving evaluation skills among school faculties was initiated in selected elementary schools and will be extended to more schools this year. Workshops are designed to help teachers develop skills in (a) setting up and using objectives, (b) using a variety of assessment techniques to evaluate student performance, and (c) analyzing the results of student assessment and of self-appraisal techniques to improve teaching practices.

The Policy on Evaluating and Reporting Student Progress, adopted in 1972, requires (a) that students be informed of their instructional objectives and of the basis on which their performance is to be evaluated and (b) that students be informed about their progress for each learning activity.

F. Progress of Schools Toward System and/or School Goals Not Covered by State Assessment Instruments. Student attainment of goals not measured by the Maryland Accountability Assessment Program (MAAP) is difficult to determine. The school system collects a variety of evaluative data relating to goals in addition to those for reading, writing, and mathematics. In areas such as the arts, for example, evaluation is based on the amount of instruction that students receive from teachers of art and music. Using a variety of data from schools and community, MCPS has placed priority on improved instructional programs in reading, career development, health education, the arts, and the middle/ junior high schools. Improvement in the middle/junior high school includes interdisciplinary instruction in basic learning skills, more options for students, and more flexibility in the organization of the program.

New systems for evaluating the services of teachers and school-based administrators are being implemented system-wide in MCPS following two years of pilot testing. These systems are based on performance criteria and indicators which define essential aspects of teaching and instructional program management. These evaluation systems have been well received by staff because they make much use of classroom observational data and followup conferences. These systems also represent a significant means of program improvement by assuring the delivery of consistently good instructional services for students.

G. Unmet Needs for Resources to Permit Improvement of Programs and Services. The most important need for resources to further implementation of accountability is for the research and development required to make possible or improve assessment of State and local goals and objectives. Students need better feedback on their own learning. Supervising staff and school administrators need to know actual progress made in achieving a full range of instructional objectives. No school system can develop these assessment capabilities alone. Improved measures of educational program effectiveness are essential for educational accountability.

MONTGOMERY COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
522,809	$16,710	5.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
15.0	12.8

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
126,177	$13,389	$24,297	10.9	20.8

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
37.8	18.3	94.1

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,327.63	$978.12	73.9	$45.85

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.4	$18.91	1.4

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	8899	98.44	141	108.2	15.80	4.05	1.14
	5	9632	99.44	138	109.5	14.73	6.06	1.53
	7	10102	97.18	31	108.2	15.23	7.92	1.81
	9	10300	95.57	33	110.4	16.19	9.71	1.89
(2) READING COMPRE-HENSION	3	8899	98.52	141	108.2	15.80	4.09	1.30
	5	9632	99.50	138	109.5	14.73	5.99	1.53
	7	10102	97.29	31	108.2	15.23	7.84	1.72
	9	10300	95.69	33	110.4	16.19	9.52	1.83
(3) SPELLING	3	8899	98.58	141	108.2	15.80	4.46	1.36
	5	9632	99.28	138	109.5	14.73	6.08	1.73
	7	10102	96.38	31	108.2	15.23	7.77	2.09
	9	10300	94.89	33	110.4	16.19	9.28	2.22
(4) CAPITAL-IZATION	3	8899	98.47	141	108.2	15.80	4.36	1.29
	5	9632	99.30	138	109.5	14.73	6.14	1.70
	7	10102	96.46	31	108.2	15.23	7.96	2.05
	9	10300	95.10	33	110.4	16.19	9.65	2.22
(5) PUNCTUATION	3	8899	98.49	141	108.2	15.80	4.48	1.43
	5	9632	99.28	138	109.5	14.73	6.10	1.66
	7	10102	96.48	31	108.2	15.23	7.78	2.07
	9	10300	95.26	33	110.4	16.19	9.41	2.22

AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

* NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

MONTGOMERY COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	8899	98.18	141	108.2	15.80	4.23	1.39
	5	9632	99.26	138	109.5	14.73	6.21	1.71
	7	10102	96.46	31	108.2	15.23	7.93	2.06
	9	10300	95.19	33	110.4	16.19	9.50	2.19
(7) LANGUAGE TOTAL	3	8899	98.09	141	108.2	15.80	4.40	1.21
	5	9632	99.13	138	109.5	14.73	6.15	1.52
	7	10102	96.26	31	108.2	15.23	7.87	1.84
	9	10300	94.75	33	110.4	16.19	9.47	2.00
(8) MATHEMATICAL CONCEPTS	3	8899	98.82	141	108.2	15.80	4.03	1.00
	5	9632	99.52	138	109.5	14.73	6.27	1.49
	7	10102	96.32	31	108.2	15.23	8.19	1.74
	9	10300	94.96	33	110.4	16.19	9.84	1.88
(9) MATHEMATICAL PROBLEMS	3	8899	98.73	141	108.2	15.80	3.99	1.07
	5	9632	99.52	138	109.5	14.73	5.97	1.37
	7	10102	96.39	31	108.2	15.23	7.81	1.66
	9	10300	95.06	33	110.4	16.19	9.35	1.86
(10) MATHEMATICAL TOTAL	3	8899	98.67	141	108.2	15.80	4.04	.98
	5	9632	99.50	138	109.5	14.73	6.15	1.36
	7	10102	96.25	31	108.2	15.23	8.02	1.61
	9	10300	94.86	33	110.4	16.19	9.62	1.77

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ALTA VISTA	K-6	219	19.0	96.1	10.5	1.0	17.6	22.5	65.2	2.2	14.5	20420.0
ARCOLA	K-6	324	17.1	95.4	18.0	1.0	17.4	36.0	42.1	2.2	12.6	15309.0
ASHBURTON	K-6	395	17.5	96.3	21.5	1.0	9.5	34.5	42.2	3.8	13.4	20853.0
ASPEN HILL	K-6	454	19.7	96.0	22.0	1.0	11.6	20.0	34.8	1.6	12.7	17179.0
AYRLAWN	K-6	217	18.9	96.6	10.5	1.0	14.2	24.5	13.0	1.2	13.9	18958.0
BANNOCKBURN	K-6	321	21.4	95.4	14.0	1.0	10.1	22.9	33.3	4.5	15.5	26048.0
BEL PRE	K-6	487	20.3	96.2	23.0	1.0	9.4	35.0	16.7	0.0	12.9	13790.0
BELLMONT	K-5	461	21.9	96.7	20.0	1.0	6.3	13.3	38.1	3.4	12.7	16304.0
BELLS MILL	K-6	531	21.2	95.5	24.0	1.0	9.2	26.0	38.0	6.0	14.4	24106.0
BETHESDA	K-6	505	21.9	95.6	22.0	1.0	9.8	16.0	30.4	6.1	13.3	17396.0
BEVERLY FARMS	K-6	740	21.8	96.6	31.9	2.0	9.8	30.0	30.7	0.4	13.7	21028.0
BRADLEY	K-6	299	24.9	95.6	11.0	1.0	7.9	17.6	25.0	3.7	13.9	19439.0
BROAD ACRES	PRE K-6	352	21.8	95.6	15.1	1.0	11.8	31.0	37.2	4.2	12.6	12791.0
BROOKHAVEN	K-6	672	20.2	95.8	31.3	2.0	13.6	23.3	30.0	1.0	12.7	18244.0
BROOKMONT	K-6	374	22.5	96.8	15.6	1.0	13.9	6.5	27.7	1.9	13.9	21245.0
BROOKVIEW	K-6	278	17.9	97.2	14.5	1.0	15.8	31.3	38.7	6.5	12.6	12791.0
BROWN STATION	K-6	813	23.2	95.5	33.0	2.0	7.6	14.2	27.1	0.0	12.8	14509.0
BURNING TREE	K-6	325	19.6	97.0	15.6	1.0	14.0	17.0	60.8	3.4	15.3	29968.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(ALTA VISTA - BURNING TREE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ALTA VISTA	3 5	116.0 117.0	4.42 6.59	4.63 6.80	-.21 -.21	4.59 6.88	4.70 6.72	-.11 +.16	4.90 6.62	4.97 6.77	-.07 -.15	4.52 6.80	4.54 6.79	-.02 +.01
ARCOLA	3 5	103.0 108.0	3.81 5.39	3.78 5.91	+.03 -.52	3.98 5.74	3.82 5.92	+.16 -.18	4.28 5.85	4.15 6.05	+.13 -.20	4.00 5.96	3.82 6.08	+.18 -.12
ASHBURTON	3 5	114.0 112.0	4.44 6.38	4.48 6.42	-.04 -.04	4.31 6.35	4.54 6.32	-.23 +.03	4.96 6.05	4.82 6.46	+.14 -.41	4.32 6.41	4.43 6.48	-.11 -.07
ASPEN HILL	3 5	111.0 110.0	4.10 6.25	4.25 6.11	-.15 +.14	4.15 6.18	4.32 6.08	-.17 +.10	4.47 6.15	4.62 6.24	-.15 -.09	4.13 6.24	4.24 6.26	-.11 -.02
ATHLAWN	3 5	109.0 111.0	4.33 6.22	4.20 6.32	+.13 -.10	4.34 5.84	4.24 6.26	+.10 -.42	4.37 5.92	4.54 6.34	-.17 -.42	4.11 6.13	4.17 6.36	-.06 -.23
BANNOCKBURN	3 5	114.0 115.0	4.49 6.78	4.60 6.93	-.11 -.15	4.74 6.60	4.61 6.74	+.13 -.14	4.66 6.91	4.86 6.78	-.20 +.13	4.39 6.78	4.49 6.80	-.10 -.02
BEL PRE	3 5	109.0 110.0	3.90 6.26	4.12 6.00	-.22 +.26	3.84 6.12	4.21 6.04	-.37 +.08	4.17 6.29	4.52 6.14	-.35 +.15	3.81 6.13	4.12 6.17	-.31 -.04
BELLMONT	3 5	110.0 110.0	4.00 5.69	4.19 6.08	-.19 -.39	3.92 5.77	4.26 6.07	-.34 -.30	4.23 5.78	4.57 6.22	-.34 -.44	3.92 5.92	4.19 6.24	-.27 -.32
BELLS MILL	3 5	108.0 109.0	4.05 6.07	4.21 6.40	-.16 -.33	4.07 5.64	4.19 6.23	-.12 -.59 *	4.60 6.12	4.48 6.34	+.12 -.22	4.21 5.98	4.16 6.36	+.05 -.38
BETHESDA	3 5	110.0 116.0	4.44 6.99	4.22 6.55	+.22 +.44	4.66 7.07	4.28 6.53	+.38 +.54	4.91 7.01	4.58 6.64	+.33 +.37	4.14 7.14	4.20 6.66	-.06 +.48
BEVERLY FARMS	3 5	112.0 114.0	4.36 6.49	4.38 6.58	-.02 -.09	4.50 6.53	4.42 6.48	+.08 +.05	4.57 6.66	4.70 6.60	-.13 +.06	4.35 6.85	4.33 6.61	+.02 +.24
BRADLEY	3 5	119.0 120.0	4.72 7.10	4.77 6.92	-.05 +.18	4.85 6.88	4.87 6.87	-.02 +.01	5.22 7.48	5.13 6.96	+.09 +.52	4.48 7.03	4.68 6.97	-.20 +.06
BROAD ACRES	3 5	104.0 105.0	3.50 5.29	3.82 5.62	-.32 -.33	3.68 5.37	3.88 5.67	-.20 -.30	4.20 5.60	4.21 5.78	-.01 -.18	3.88 5.71	3.85 5.82	+.03 -.11
BROOKHAVEN	3 5	106.0 108.0	3.89 5.67	3.98 6.02	-.09 -.35	3.86 5.56	4.01 5.97	-.15 -.41	4.03 5.69	4.32 6.13	-.29 -.44	3.74 5.91	4.00 6.16	-.26 -.25
BROOKMONT	3 5	116.0 114.0	4.62 6.75	4.62 6.59	+.00 +.16	4.75 6.78	4.68 6.49	+.07 +.29	4.78 7.14	4.95 6.60	-.17 +.54	4.46 6.76	4.54 6.62	-.08 +.14
BROOKVIEW	3 5	115.0 107.0	4.91 6.39	4.44 5.75	+.47 +.64	4.78 6.18	4.57 5.80	+.21 +.38	5.30 6.08	4.87 5.92	+.43 +.16	4.71 6.30	4.41 5.95	+.30 +.35
BROWN STATION	3 5	109.0 111.0	4.26 6.54	4.12 6.08	+.14 +.46	4.40 6.51	4.20 6.11	+.20 +.40	4.82 6.32	4.51 6.23	+.31 +.09	4.30 6.46	4.12 6.26	+.18 +.20
BURNING TREE	3 5	119.0 117.0	4.78 7.14	4.91 7.19	-.13 -.05	5.12 6.86	4.91 6.92	+.21 -.06	5.32 7.18	5.15 7.02	+.17 +.16	4.63 6.75	4.77 7.03	-.14 -.28

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(ALTA VISTA - BURNING TREE)

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ALTA VISTA	3	116.0	4.42	4.57	-.15	4.59	4.66	-.07	4.90	4.94	-.04	4.52	4.51	+.01
	5	117.0	6.59	6.63	-.04	6.88	6.61	+.27	6.62	6.71	-.09	6.80	6.72	+.08
ANCOLA	3	103.0	3.81	3.74	+.07	3.98	3.80	+.18	4.28	4.14	+.14	4.00	3.80	+.20
	5	108.0	5.39	5.85	-.46	5.74	5.88	-.14	5.85	6.03	-.18	5.96	6.06	-.10
ASHBURTON	3	114.0	4.44	4.44	+.00	4.31	4.53	-.22	4.96	4.82	+.14	4.32	4.40	-.08
	5	112.0	6.38	6.20	+.18	6.35	6.21	+.14	6.05	6.33	-.28	6.41	6.35	+.06
ASPEN HILL	3	111.0	4.10	4.25	-.15	4.15	4.33	-.18	4.47	4.63	-.16	4.13	4.23	-.10
	5	110.0	6.25	6.03	+.22	6.18	6.04	+.14	6.15	6.18	-.03	6.24	6.20	+.04
ATHLAWN	3	109.0	4.33	4.12	+.21	4.34	4.20	+.14	4.37	4.51	-.14	4.11	4.12	-.01
	5	111.0	6.22	6.11	+.11	5.84	6.13	-.29	5.92	6.25	-.33	6.13	6.28	-.15
BANNOCKBURN	3	114.0	4.49	4.44	+.05	4.74	4.53	+.21	4.66	4.82	-.16	4.39	4.40	-.01
	5	115.0	6.78	6.46	+.32	6.60	6.45	+.15	6.91	6.56	+.35	6.78	6.58	+.20
BEL PRE	3	109.0	3.90	4.12	-.22	3.84	4.20	-.36	4.17	4.51	-.34	3.81	4.12	-.31
	5	110.0	6.26	6.03	+.23	6.12	6.04	+.08	6.29	6.18	+.11	6.13	6.20	-.07
BELLMONT	3	110.0	4.00	4.18	-.18	3.92	4.27	-.35	4.23	4.57	-.34	3.92	4.18	-.26
	5	110.0	5.69	6.03	-.34	5.77	6.04	-.27	5.78	6.18	-.40	5.92	6.20	-.28
BELLS MILL	3	108.0	4.05	4.06	-.01	4.07	4.13	-.06	4.60	4.45	+.15	4.21	4.07	+.14
	5	109.0	6.07	5.94	+.13	5.64	5.96	-.32	6.12	6.10	+.02	5.98	6.13	-.15
BETHESDA	3	110.0	4.44	4.18	+.26	4.66	4.27	+.39	4.91	4.57	+.34	4.14	4.18	-.04
	5	116.0	6.99	6.54	+.45	7.07	6.53	+.54	7.01	6.63	+.38	7.14	6.65	+.49
BEVERLY FARMS	3	112.0	4.36	4.31	+.05	4.50	4.40	+.10	4.57	4.70	-.13	4.35	4.29	+.06
	5	114.0	6.49	6.37	+.12	6.53	6.37	+.16	6.66	6.48	+.18	6.85	6.50	+.35
BRADLEY	3	119.0	4.72	4.76	-.04	4.85	4.86	-.01	5.22	5.13	+.09	4.48	4.67	-.19
	5	120.0	7.10	6.89	+.21	6.88	6.85	+.03	7.48	6.94	+.54	7.03	6.95	+.08
BROAD ACRES	3	104.0	3.50	3.80	-.30	3.68	3.87	-.19	4.20	4.20	+.00	3.88	3.85	+.03
	5	105.0	5.29	5.60	-.31	5.37	5.64	-.27	5.60	5.80	-.20	5.71	5.93	-.12
BROOKHAVEN	3	106.0	3.89	3.93	-.04	3.86	4.00	-.14	4.03	4.32	-.29	3.74	3.96	-.22
	5	108.0	5.67	5.85	-.18	5.56	5.88	-.32	5.69	6.03	-.34	5.91	6.06	-.15
BROOKMONT	3	116.0	4.62	4.57	+.05	4.75	4.66	+.09	4.78	4.94	-.16	4.46	4.51	-.05
	5	114.0	6.75	6.37	+.38	6.78	6.37	+.41	7.14	6.48	+.66	6.76	6.50	+.26
BROOKVIEW	3	115.0	4.91	4.51	+.40	4.78	4.60	+.18	5.30	4.88	+.42	4.71	4.45	+.26
	5	107.0	6.39	5.77	+.62	6.18	5.80	+.38	6.08	5.95	+.13	6.30	5.98	+.32
BROWN STATION	3	109.0	4.26	4.12	+.14	4.40	4.20	+.20	4.82	4.51	+.31	4.30	4.12	+.18
	5	111.0	6.54	6.11	+.43	6.51	6.13	+.38	6.32	6.25	+.07	6.46	6.28	+.18
BURNING TREE	3	119.0	4.78	4.76	+.02	5.12	4.86	+.26	5.32	5.13	+.19	4.63	4.67	-.04
	5	117.0	7.14	6.63	+.51	6.86	6.61	+.25	7.18	6.71	+.47	6.75	6.72	+.03

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BURNT MILLS	K-6	309	23.8	95.3	12.0	1.0	8.1	12.0	23.1	3.2	12.8	18841.0
BURTONSVILLE	PRE K-6	411	19.9	96.1	19.6	1.0	9.4	35.0	26.7	3.8	12.6	15612.0
BUSHEY DRIVE	K-6	249	17.8	96.5	13.0	1.0	7.9	16.0	21.4	6.3	12.5	13809.0
CANDLEWOOD	K-6	493	21.9	96.9	21.5	1.0	7.6	21.8	22.2	0.3	12.7	16111.0
CANNON ROAD	K-6	663	22.1	96.6	29.0	1.0	11.2	27.0	23.3	1.6	12.8	19297.0
CARDEROCK SPRINGS	K-6	400	22.9	96.9	16.5	1.0	7.4	27.0	54.3	1.0	14.9	29071.0
CARL SANDBURG	PRE K-6	351	21.6	95.8	15.3	1.0	9.4	24.0	28.5	4.1	12.6	14979.0
CASHELL	K-6	541	22.1	96.2	23.5	1.0	9.9	18.0	40.8	5.2	12.7	16000.0
CEDAR GROVE	K-6	309	19.3	95.6	15.0	1.0	9.5	18.0	18.7	9.4	12.2	13287.0
CHEVY CHASE	K-6	674	22.5	95.3	28.0	2.0	14.0	18.5	53.3	4.2	14.5	23871.0
CLARA BARTON	K-6	143	19.1	94.1	6.5	1.0	12.2	21.5	13.3	6.8	12.9	18111.0
CLARKSBURG	PRE K-6	301	16.2	94.7	17.6	1.0	7.4	19.5	21.5	10.6	12.2	13395.0
CLOVERLY	K-6	379	21.7	96.3	16.5	1.0	9.1	17.8	20.0	4.9	12.6	16598.0
COLD SPRING	K-6	782	22.0	97.0	33.5	2.0	8.8	16.7	23.9	0.0	12.9	21068.0
COLESVILLE	K-6	252	16.7	96.5	14.1	1.0	14.3	17.0	29.7	3.3	12.9	20643.0
COLLEGE GARDENS	K-6	660	23.1	96.1	26.6	2.0	10.7	29.5	37.1	2.2	13.6	17319.0
CONGRESSIONAL	K-6	408	22.1	94.9	17.5	1.0	9.5	32.7	43.2	1.8	12.6	12298.0
CONNECTICUT PARK	K-6	445	21.7	96.6	19.5	1.0	11.2	19.8	17.1	4.3	12.7	15511.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(BURNT MILLS - CONNECT. PARK)

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BURNT MILLS	3	99.0	3.76	3.59	+.17	3.79	3.58	+.21	4.02	3.91	+.11	3.72	3.65	+.07
	5	115.0	6.60	6.51	+.09	6.65	6.45	+.20	6.70	6.62	+.08	6.40	6.63	-.23
BURTONSVILLE	3	104.0	4.49	3.84	+.65 *	3.92	3.88	+.04	4.71	4.21	+.50	4.28	3.88	+.40
	5	108.0	5.55	5.92	-.37	5.37	5.92	-.55	5.79	6.06	-.27	6.07	6.09	-.02
BUSHEY DRIVE	3	107.0	3.31	3.99	-.68 *	3.32	4.07	-.75 *	3.54	4.39	-.85 *	3.76	4.01	-.25
	5	108.0	5.14	5.85	-.71 *	5.17	5.88	-.71 *	5.68	6.01	-.33	5.98	6.05	-.07
CANDLEWOOD	3	115.0	4.90	4.47	+.43	5.21	4.58	+.63 *	5.24	4.87	+.37	4.62	4.44	+.18
	5	111.0	6.49	6.14	+.35	6.50	6.13	+.37	6.96	6.28	+.68 *	6.75	6.30	+.45
CANNON ROAD	3	104.0	4.38	3.88	+.50	4.27	3.89	+.38	5.14	4.20	+.94 *	4.28	3.91	+.37
	5	109.0	6.33	6.13	+.20	6.39	6.06	+.33	6.84	6.23	+.61	6.33	6.25	+.08
CARDEROCK SPRINGS	3	113.0	4.35	4.55	-.20	4.21	4.52	-.31	4.69	4.78	-.09	4.29	4.46	-.17
	5	113.0	6.44	6.88	-.44	6.49	6.62	-.13	6.48	6.73	-.25	6.48	6.74	-.26
CARL SANDBURG	3	108.0	4.09	4.06	+.03	4.15	4.13	+.02	4.41	4.45	-.04	4.00	4.07	-.07
	5	108.0	5.82	5.89	-.07	5.58	5.90	-.32	5.78	6.05	-.27	6.09	6.07	+.02
CASHELL	3	106.0	4.32	3.96	+.36	4.59	4.01	+.58 *	4.59	4.33	+.26	4.55	3.98	+.57 *
	5	106.0	6.45	5.80	+.65	6.98	5.79	+1.19 *	6.29	5.94	+.35	6.93	5.97	+.96 *
CEDAR GROVE	3	108.0	4.10	4.03	+.07	4.26	4.12	+.14	5.16	4.44	+.72 *	4.61	4.06	+.55 *
	5	107.0	5.83	5.74	+.09	5.83	5.79	+.04	6.30	5.94	+.36	6.07	5.97	+.10
CHEVY CHASE	3	115.0	4.93	4.61	+.32	4.93	4.64	+.29	5.29	4.90	+.39	4.67	4.52	+.15
	5	114.0	7.08	6.73	+.35	6.96	6.58	+.38	6.94	6.67	+.27	7.02	6.68	+.34
CLARA BARTON	3	107.0	3.78	4.04	-.26	3.76	4.08	-.32	3.96	4.39	-.43	4.03	4.05	-.02
	5	112.0	5.27	6.29	-1.02 *	5.11	6.25	-1.14 *	5.01	6.40	-1.39 *	5.86	6.41	-.55 *
CLARKSBURG	3	100.0	3.48	3.58	-.10	3.51	3.62	-.11	3.49	3.96	-.47	3.41	3.65	-.24
	5	98.0	5.12	5.15	-.03	5.15	5.18	-.03	5.10	5.33	-.23	5.17	5.38	-.21
CLOVERLY	3	114.0	4.10	4.42	-.32	4.14	4.51	-.37	4.56	4.80	-.24	4.13	4.39	-.26
	5	112.0	6.14	6.22	-.08	6.19	6.21	-.02	7.17	6.36	+.81 *	6.68	6.38	+.30
COLD SPRING	3	112.0	4.52	4.35	+.17	4.41	4.39	+.02	5.00	4.68	+.32	4.32	4.33	-.01
	5	114.0	6.73	6.53	+.20	6.47	6.43	+.04	6.67	6.61	+.06	6.67	6.62	+.05
COLESVILLE	3	113.0	4.28	4.41	-.13	4.39	4.46	-.07	4.66	4.74	-.08	4.52	4.38	+.14
	5	107.0	5.67	6.05	-.38	5.58	5.95	-.37	5.90	6.13	-.23	6.00	6.15	-.15
COLLEGE GARDENS	3	107.0	4.12	4.06	+.06	4.23	4.11	+.12	4.57	4.41	+.16	4.25	4.05	+.20
	5	111.0	6.20	6.24	-.04	6.18	6.21	-.03	6.44	6.30	+.14	6.34	6.32	+.02
CONGRESSIONAL	3	112.0	4.03	4.27	-.24	4.14	4.39	-.25	4.84	4.69	+.15	4.08	4.26	-.18
	5	110.0	5.71	5.93	-.22	5.65	6.00	-.35	6.02	6.11	-.09	5.99	6.14	-.15
CONNECTICUT PARK	3	108.0	3.84	4.07	-.23	4.07	4.14	-.07	4.22	4.45	-.23	3.89	4.08	-.19
	5	104.0	5.66	5.65	+.01	5.24	5.65	-.41	5.17	5.79	-.62	5.67	5.82	-.15

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BURNT MILLS	3	99.0	3.76	3.48	+.28	3.79	3.53	+.26	4.02	3.89	+.13	3.72	3.58	+.14
	5	115.0	6.60	6.46	+.14	6.65	6.45	+.20	6.70	6.56	+.14	6.40	6.58	-.18
BURTONSVILLE	3	104.0	4.49	3.80	+.69 *	3.92	3.87	+.05	4.71	4.20	+.51	4.28	3.85	+.43
	5	108.0	5.55	5.85	-.30	5.37	5.88	-.51	5.79	6.03	-.24	6.07	6.06	+.01
BUSHEY DRIVE	3	107.0	3.31	3.99	-.68 *	3.32	4.07	-.75 *	3.54	4.39	-.85 *	3.76	4.02	-.26
	5	108.0	5.14	5.85	-.71	5.17	5.88	-.71 *	5.68	6.03	-.35	5.98	6.06	-.08
CANDLEWOOD	3	115.0	4.90	4.51	+.39	5.21	4.60	+.61 *	5.24	4.88	+.36	4.62	4.45	+.17
	5	111.0	6.49	6.11	+.38	6.50	6.13	+.37	6.96	6.25	+.71 *	6.75	6.28	+.47
CANNON ROAD	3	104.0	4.38	3.80	+.58 *	4.27	3.87	+.40	5.14	4.20	+.94 *	4.28	3.85	+.43
	5	109.0	6.33	5.94	+.39	6.39	5.96	+.43	6.84	6.10	+.74 *	6.33	6.13	+.20
CARDEROCK SPRINGS	3	113.0	4.35	4.38	-.03	4.21	4.46	-.25	4.69	4.76	-.07	4.29	4.34	-.05
	5	113.0	6.44	6.28	+.16	6.49	6.29	+.20	6.48	6.41	+.07	6.48	6.43	+.05
CARL SANDBURG	3	108.0	4.09	4.06	+.03	4.15	4.13	+.02	4.41	4.45	-.04	4.00	4.07	-.07
	5	108.0	5.82	5.85	-.03	5.58	5.88	-.30	5.78	6.03	-.25	6.09	6.06	+.03
CASHELL	3	106.0	4.32	3.93	+.39	4.59	4.00	+.59 *	4.59	4.32	+.27	4.55	3.96	+.59 *
	5	106.0	6.45	5.68	+.77 *	6.98	5.72	+1.26 *	6.29	5.87	+.42	6.93	5.91	+1.02 *
CEDAR GROVE	3	108.0	4.10	4.06	+.04	4.26	4.13	+.13	5.16	4.45	+.71 *	4.61	4.07	+.54 *
	5	107.0	5.83	5.77	+.06	5.83	5.80	+.03	6.30	5.95	+.35	6.07	5.98	+.09
CHEVY CHASE	3	115.0	4.93	4.51	+.42	4.93	4.60	+.33	5.29	4.88	+.41	4.67	4.45	+.22
	5	114.0	7.08	6.37	+.71	6.96	6.37	+.59	6.94	6.48	+.46	7.02	6.50	+.52
CLARA BARTON	3	107.0	3.78	3.99	-.21	3.76	4.07	-.31	3.96	4.39	-.43	4.03	4.02	+.01
	5	112.0	5.27	6.20	-.93 *	5.11	6.21	-1.10 *	5.01	6.33	-1.32 *	5.86	6.35	-.49
CLARKSBURG	3	100.0	3.48	3.54	-.06	3.51	3.60	-.09	3.49	3.95	-.46	3.41	3.63	-.22
	5	98.0	5.12	4.99	+.13	5.15	5.08	+.07	5.10	5.27	-.17	5.17	5.31	-.14
CLOVERLY	3	114.0	4.10	4.44	-.34	4.14	4.53	-.39	4.56	4.82	-.26	4.13	4.40	-.27
	5	112.0	6.14	6.20	-.06	6.19	6.21	-.02	7.17	6.33	+.84 *	6.68	6.35	+.33
COLD SPRING	3	112.0	4.52	4.31	+.21	4.41	4.40	+.01	5.00	4.70	+.30	4.32	4.29	+.03
	5	114.0	6.73	6.37	+.36	6.47	6.37	+.10	6.67	6.48	+.19	6.67	6.50	+.17
COLESVILLE	3	113.0	4.28	4.38	-.10	4.39	4.46	-.07	4.66	4.76	-.10	4.52	4.34	+.18
	5	107.0	5.67	5.77	-.10	5.58	5.80	-.22	5.90	5.95	-.05	6.00	5.98	+.02
COLLEGE GARDENS	3	107.0	4.12	3.99	+.13	4.23	4.07	+.16	4.57	4.39	+.18	4.25	4.02	+.23
	5	111.0	6.20	6.11	+.09	6.18	6.13	+.05	6.44	6.25	+.19	6.34	6.28	+.06
CONGRESSIONAL	3	112.0	4.03	4.31	-.28	4.14	4.40	-.26	4.84	4.70	+.14	4.08	4.29	-.21
	5	110.0	5.71	6.03	-.32	5.65	6.04	-.39	6.02	6.18	-.16	5.99	6.20	-.21
CONNECTICUT PARK	3	108.0	3.84	4.06	-.22	4.07	4.13	-.06	4.22	4.45	-.23	3.89	4.07	-.18
	5	104.0	5.66	5.51	+.15	5.24	5.56	-.32	5.17	5.72	-.55	5.67	5.76	-.09

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CRESTHAVEN	K-6	358	19.3	96.3	17.5	1.0	12.5	21.5	48.6	3.1	12.8	17619.0
DAMASCUS	K-6	746	21.9	95.9	32.0	2.0	11.3	19.3	20.6	9.0	12.2	12961.0
DARNESTOWN	K-6	405	18.4	95.8	21.0	1.0	14.4	42.0	50.0	4.9	12.3	13764.0
DENNIS AVENUE	K-6	211	16.9	96.1	11.5	1.0	8.1	47.0	36.0	1.0	12.7	16769.0
EAST SILVER SPRING	K-6	311	17.8	95.2	16.5	1.0	8.3	11.0	28.6	5.9	12.6	11830.0
EDWARD U TAYLOR	PRE K-6	170	16.2	94.9	9.5	1.0	12.8	14.0	28.6	7.4	12.2	12604.0
ENGLISH MANOR	K-6	544	22.2	95.3	23.5	1.0	7.0	22.0	36.7	5.7	12.8	19066.0
FAIRLAND	K-6	664	21.8	96.5	28.5	2.0	9.8	17.3	32.8	5.8	12.7	17476.0
FARMLAND	K-6	580	23.2	96.2	24.0	1.0	12.6	19.5	32.0	0.8	14.7	28158.0
FERNWOOD	K-6	290	20.7	95.8	13.0	1.0	6.1	19.0	21.4	0.9	14.2	24029.0
FIELDS ROAD	PRE K-6	453	22.0	94.1	19.6	1.0	8.0	14.0	43.6	11.8	12.8	18475.0
FLOWER VALLEY	K-6	665	21.8	96.6	28.5	2.0	12.6	27.0	29.5	8.3	12.9	18166.0
FOREST GROVE	K-6	310	13.8	96.4	21.5	1.0	11.6	10.0	71.1	3.1	12.8	17637.0
FOREST KNOLLS	K-6	272	12.7	95.9	20.5	1.0	11.5	37.0	51.2	2.8	12.7	19989.0
FOUR CORNERS	PRE K-6	336	17.1	96.7	18.6	1.0	9.3	6.0	25.5	8.8	12.6	16780.0
GAITHERSBURG	K-6	638	19.3	94.3	31.0	2.0	10.5	23.0	21.2	6.4	12.2	11730.0
GALWAY	K-6	596	23.4	95.5	23.5	2.0	9.1	20.1	23.5	0.4	12.7	17551.0
GARRETT PARK	K-6	348	20.5	96.7	16.0	1.0	10.9	27.0	41.2	3.1	13.8	16755.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CRESTHAVEN	3	115.0	4.53	4.49	+.04	4.58	4.58	+.00	4.74	4.86	-.12	4.36	4.45	-.09
	5	109.0	6.23	6.06	+.17	6.02	6.03	-.01	6.40	6.18	+.22	6.50	6.21	+.29
DAMASCUS	3	108.0	3.91	4.03	-.12	3.96	4.12	-.16	4.33	4.44	-.11	3.82	4.06	-.24
	5	108.0	5.67	5.80	-.13	5.84	5.85	-.01	6.19	6.00	+.19	6.15	6.03	+.12
DARNESTOWN	3	106.0	4.05	3.93	+.12	4.14	4.00	+.14	4.57	4.32	+.25	4.21	3.96	+.25
	5	106.0	5.69	5.70	-.01	5.79	5.73	+.06	5.73	5.88	-.15	6.18	5.91	+.27
DENNIS AVENUE	3	110.0	3.80	4.20	-.40	3.97	4.26	-.29	4.23	4.57	-.34	3.87	4.19	-.32
	5	104.0	4.83	5.70	-.87 *	4.84	5.67	-.83 *	4.92	5.82	-.90 *	5.43	5.96	-.43
EAST SILVER SPRING	3	100.0	3.32	3.58	-.26	3.25	3.64	-.39	3.57	3.98	-.41	3.46	3.64	-.18
EDWARD U TAYLOR	3	89.0	2.81	2.95	-.14	2.72	2.93	-.21	2.94	3.31	-.37	2.79	3.09	-.30
	5	111.0	4.64	5.98	-1.34 *	4.69	6.04	-1.35 *	4.84	6.19	-1.35 *	5.13	6.21	-1.08 *
ENGLISH MANOR	3	111.0	4.22	4.28	-.06	4.10	4.33	-.23	4.45	4.62	-.17	4.23	4.26	-.03
	5	112.0	6.31	6.32	-.01	5.87	6.26	-.39	6.19	6.43	-.24	6.17	6.44	-.27
FAIRLAND	3	111.0	4.38	4.26	+.12	4.26	4.33	-.07	4.73	4.62	+.11	4.29	4.25	+.04
	5	106.0	6.02	5.86	+.16	6.06	5.82	+.24	6.28	5.98	+.30	5.91	6.01	-.10
FARMLAND	3	109.0	4.38	4.31	+.07	4.62	4.27	+.35	5.22	4.54	+.68 *	4.57	4.25	+.32
	5	115.0	6.98	6.96	+.02	6.72	6.72	+.00	6.97	6.85	+.12	7.05	6.85	+.20
FERNWOOD	3	114.0	4.31	4.54	-.23	4.17	4.56	-.39	4.75	4.83	-.08	4.15	4.46	-.31
	5	116.0	6.84	6.85	-.01	6.45	6.69	-.24	6.74	6.81	-.07	6.80	6.82	-.02
FIELDS ROAD	3	104.0	3.62	3.87	-.25	3.74	3.89	-.15	4.05	4.21	-.16	3.61	3.90	-.29
	5	107.0	5.80	5.97	-.17	5.78	5.91	-.13	5.70	6.07	-.37	5.67	6.10	-.43
FLOWER VALLEY	3	113.0	4.13	4.38	-.25	4.33	4.46	-.13	4.46	4.75	-.29	4.34	4.36	-.02
	5	115.0	6.29	6.49	-.20	6.48	6.45	+.03	6.48	6.60	-.12	6.58	6.61	-.03
FOREST GROVE	3	108.0	3.97	4.09	-.12	3.92	4.14	-.22	4.15	4.45	-.30	4.05	4.10	-.05
	5	112.0	6.82	6.26	+.56	6.56	6.23	+.33	6.44	6.39	+.05	6.57	6.40	+.17
FOREST KNOLLS	3	113.0	4.53	4.39	+.14	4.80	4.45	+.35	5.25	4.74	+.51	4.56	4.37	+.19
	5	113.0	6.61	6.41	+.20	6.55	6.33	+.22	6.56	6.52	+.04	6.71	6.53	+.18
FOUR CORNERS	3	102.0	4.01	3.74	+.27	3.95	3.76	+.19	4.27	4.09	+.18	3.85	3.78	+.07
	5	107.0	6.11	5.89	+.22	6.20	5.87	+.33	6.46	6.03	+.43	6.14	6.05	+.09
GAITHERSBURG	3	101.0	3.15	3.62	-.47	3.42	3.69	-.27	3.48	4.03	-.55	3.33	3.69	-.36
	5	98.0	4.66	5.10	-.44	4.79	5.16	-.37	4.57	5.29	-.72 *	4.94	5.34	-.40
GALWAY	3	112.0	4.29	4.32	-.03	4.40	4.39	+.01	4.94	4.68	+.26	4.21	4.30	-.09
	5	111.0	6.14	6.19	-.05	6.22	6.16	+.06	6.17	6.32	-.15	6.27	6.34	-.07
GARRETT PARK	3	110.0	4.10	4.24	-.14	4.28	4.30	-.02	4.27	4.60	-.33	3.93	4.20	-.27
	5	116.0	6.72	6.56	+.16	6.72	6.55	+.17	6.68	6.62	+.06	6.61	6.64	-.03

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CRESTHAVEN	3	115.0	4.53	4.51	+.02	4.58	4.60	-.02	4.74	4.88	-.14	4.36	4.45	-.09
	5	109.0	6.23	5.94	+.29	6.02	5.96	+.06	6.40	6.10	+.30	6.50	6.13	+.37
DAMASCUS	3	108.0	3.91	4.06	-.15	3.96	4.13	-.17	4.33	4.45	-.12	3.82	4.07	-.25
	5	108.0	5.67	5.85	-.18	5.84	5.88	-.04	6.19	6.03	+.16	6.15	6.06	+.09
DARNESTOWN	3	106.0	4.05	3.93	+.12	4.14	4.00	+.14	4.57	4.32	+.25	4.21	3.96	+.25
	5	106.0	5.69	5.68	+.01	5.79	5.72	+.07	5.73	5.87	-.14	6.18	5.91	+.27
DENNIS AVENUE	3	110.0	3.80	4.18	-.38	3.97	4.27	-.30	4.23	4.57	-.34	3.87	4.18	-.31
	5	104.0	4.83	5.51	-.68	4.84	5.56	-.72 *	4.92	5.72	-.80 *	5.43	5.76	-.33
EAST SILVER SPRING	3	100.0	3.32	3.54	-.22	3.25	3.60	-.35	3.57	3.95	-.38	3.46	3.63	-.17
EDWARD U TAYLOR	3	89.0	2.81	2.84	-.03	2.72	2.87	-.15	2.94	3.27	-.33	2.79	3.03	-.24
	5	111.0	4.64	6.11	-1.47 *	4.69	6.13	-1.44 *	4.84	6.25	-1.41 *	5.13	6.28	-1.15 *
ENGLISH MANOR	3	111.0	4.22	4.25	-.03	4.10	4.33	-.23	4.45	4.63	-.18	4.23	4.23	+.00
	5	112.0	6.31	6.20	+.11	5.87	6.21	-.34	6.19	6.33	-.14	6.17	6.35	-.18
FAIRLAND	3	111.0	4.38	4.25	+.13	4.26	4.33	-.07	4.73	4.63	+.10	4.29	4.23	+.06
	5	106.0	6.02	5.68	+.34	6.06	5.72	+.34	6.28	5.87	+.41	5.91	5.91	+.00
FARMLAND	3	109.0	4.38	4.12	+.26	4.62	4.20	+.42	5.22	4.51	+.71 *	4.57	4.12	+.45 *
	5	115.0	6.98	6.46	+.52	6.72	6.45	+.27	6.97	6.56	+.41	7.05	6.58	+.47
FERNWOOD	3	114.0	4.31	4.44	-.13	4.17	4.53	-.36	4.75	4.82	-.07	4.15	4.40	-.25
	5	116.0	6.84	6.54	+.30	6.45	6.53	-.08	6.74	6.63	+.11	6.80	6.65	+.15
FIELDS ROAD	3	104.0	3.62	3.80	-.18	3.74	3.87	-.13	4.05	4.20	-.15	3.61	3.85	-.24
	5	107.0	5.80	5.77	+.03	5.78	5.80	-.02	5.70	5.95	-.25	5.67	5.98	-.31
FLOWER VALLEY	3	113.0	4.13	4.38	-.25	4.33	4.46	-.13	4.46	4.76	-.30	4.34	4.34	+.00
	5	115.0	6.29	6.46	-.17	6.48	6.45	+.03	6.48	6.56	-.08	6.58	6.58	+.00
FOREST GROVE	3	108.0	3.97	4.06	-.09	3.92	4.13	-.21	4.15	4.45	-.30	4.05	4.07	-.02
	5	112.0	6.82	6.20	+.62	6.56	6.21	+.35	6.44	6.33	+.11	6.57	6.35	+.22
FOREST KNOLLS	3	113.0	4.53	4.38	+.15	4.80	4.46	+.34	5.25	4.76	+.49	4.56	4.34	+.22
	5	113.0	6.61	6.28	+.33	6.55	6.29	+.26	6.56	6.41	+.15	6.71	6.43	+.28
FOUR CORNERS	3	102.0	4.01	3.67	+.34	3.95	3.73	+.22	4.27	4.07	+.20	3.85	3.74	+.11
	5	107.0	6.11	5.77	+.34	6.20	5.80	+.40	6.46	5.95	+.51	6.14	5.98	+.16
GAITHERSBURG	3	101.0	3.15	3.61	-.46	3.42	3.67	-.25	3.48	4.01	-.53	3.33	3.69	-.36
	5	98.0	4.66	4.99	-.33	4.79	5.08	-.29	4.57	5.27	-.70 *	4.94	5.31	-.37
GALWAY	3	112.0	4.29	4.31	-.02	4.40	4.40	+.00	4.94	4.70	+.24	4.21	4.29	-.08
	5	111.0	6.14	6.11	+.03	6.22	6.13	+.09	6.17	6.25	-.08	6.27	6.28	-.01
GARRETT PARK	3	110.0	4.10	4.18	-.08	4.28	4.27	+.01	4.27	4.57	-.30	3.93	4.18	-.25
	5	116.0	6.72	6.54	+.18	6.72	6.53	+.19	6.68	6.63	+.05	6.61	6.65	-.04

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD- VAN- TAGED (10)	MEDIAN EDUCA- TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
GEORGETOWN HILL	K-6	596	22.5	96.0	24.5	2.0	12.2	29.3	54.7	0.6	13.7	21028.0
GEORGIAN FOREST	K-6	371	16.5	95.2	21.5	1.0	10.1	16.5	35.5	3.8	12.8	15735.0
GERMANTOWN	PRE K-6	521	20.1	95.5	24.9	1.0	12.5	12.0	40.6	9.7	12.1	12133.0
GLEN HAVEN	K-6	542	23.1	94.3	22.5	1.0	10.4	11.0	29.8	1.8	12.6	15414.0
GLENALLEN	K-6	414	22.4	94.1	17.5	1.0	7.9	20.2	24.3	4.5	12.8	13821.0
GLENMONT	K-6	485	20.2	95.4	23.0	1.0	13.3	18.3	50.0	2.5	12.4	13509.0
GREENWOOD	K-6	415	22.4	96.2	17.5	1.0	8.0	19.5	21.6	6.7	12.7	15640.0
GROSVENOR	K-6	384	22.6	95.3	16.0	1.0	15.6	17.0	17.6	0.9	13.6	19122.0
HARMONY HILLS	K-6	553	24.0	95.9	22.0	1.0	13.8	24.0	36.9	4.7	12.8	14820.0
HIGHLAND	PRE K-6	660	22.6	95.9	27.3	2.0	16.2	13.5	36.3	2.2	12.4	13402.0
HIGHLAND VIEW	K-6	394	22.5	93.7	16.5	1.0	5.7	41.0	22.9	9.7	12.6	13154.0
HILLANDALE	K-6	285	23.7	96.1	11.0	1.0	11.7	21.6	[illegible]	2.1	12.8	17619.0
HOLIDAY PARK	PRE K-6	473	19.2	94.8	23.6	1.0	13.1	[illegible]	20.3	7.2	12.4	12591.0
HUNGERFORD	K-6	374	22.0	95.6	16.0	1.0	11.4	[illegible]	23.5	1.8	12.7	17217.0
JACKSON ROAD	K-6	545	21.0	96.2	25.0	1.0	13.2	[illegible]	30.8	0.2	12.9	19942.0
KEMP MILL	K-6	383	18.2	96.5	20.0	1.0	13.8	23.8	52.4	0.5	12.9	20969.0
KENSINGTON	PRE K-6	326	17.0	94.3	18.1	1.0	15.1	22.3	31.4	5.7	12.8	15569.0
LAKE NORMANDY	K-6	509	22.1	95.5	22.0	1.0	7.9	19.0	34.8	0.0	14.4	24151.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	
GEORGETOWN HILL	3	116.0	4.77	4.61	+.16	4.98	4.67	+.31	5.44	4.94	+.50	4.82	4.54	+.28	
	5	115.0	6.65	6.64	+.01	6.56	6.55	+.01	6.66	6.67	-.01	6.77	6.68	+.09	
GEORGIAN FOREST	3	107.0	3.90	4.02	-.12	3.91	4.08	-.17	4.24	4.39	-.15	3.85	4.03	-.18	
	5	109.0	5.88	6.00	-.12	5.76	6.00	-.24	6.01	6.13	-.12	6.02	6.16	-.14	
GERMANTOWN	3	96.0	3.33	3.34	-.01	3.30	3.37	-.07	3.78	3.72	+.06	3.35	3.44	-.09	
	5	101.0	4.98	5.30	-.32	5.13	5.36	-.23	5.06	5.50	-.44	5.23	5.55	-.32	
GLEN HAVEN	3	101.0	3.61	3.67	-.06	3.56	3.69	-.13	3.83	4.03	-.20	3.61	3.72	-.11	
	5	106.0	5.25	5.78	-.53	5.49	5.78	-.29	5.70	5.92	-.22	5.71	5.95	-.24	
GLENALLEN	3	104.0	3.49	3.83	-.34	3.46	3.89	-.43	3.69	4.22	-.53	3.54	3.86	-.32	
	5	111.0	6.15	6.06	+.09	6.05	6.10	-.05	6.17	6.21	-.04	5.97	6.24	-.27	
GLENMONT	3	101.0	3.56	3.65	-.09	3.60	3.69	-.09	3.80	4.03	-.23	3.86	3.71	+.15	
	5	105.0	5.33	5.63	-.30	5.46	5.67	-.21	5.80	5.80	+.00	5.96	5.84	+.12	
GREENWOOD	3	108.0	4.19	4.07	+.12	4.13	4.14	-.01	4.57	4.45	+.12	4.08	4.08	+.00	
	5	106.0	6.01	5.79	+.22	5.93	5.79	+.14	5.79	5.93	-.14	6.31	5.96	+.35	
GROSVENOR	3	107.0	4.13	4.08	+.05	4.39	4.10	+.29	4.65	4.41	+.24	4.31	4.06	+.25	
	5	115.0	6.48	6.56	-.08	6.31	6.51	-.20	6.56	6.62	-.06	6.52	6.63	-.11	
HARMONY HILLS	3	106.0	3.90	3.95	-.05	3.93	4.02	-.09	4.45	4.33	+.12	4.05	3.97	+.08	
	5	106.0	5.73	5.77	-.04	5.40	5.78	-.38	5.54	5.90	-.36	6.04	5.94	+.10	
HIGHLAND	3	107.0	3.98	3.99	-.01	3.84	4.07	-.23	4.38	4.39	-.01	3.87	4.01	-.14	
	5	106.0	5.84	5.69	+.15	5.75	5.73	+.02	6.09	5.87	+.22	6.16	5.90	+.26	
HIGHLAND VIEW	3	108.0	3.98	4.05	-.07	4.02	4.14	-.12	4.27	4.45	-.18	4.03	4.06	-.03	
	5	106.0	5.88	5.70	+.18	5.80	5.75	+.05	6.01	5.86	+.15	5.74	5.90	-.16	
HILLANDALE	3	111.0	4.23	4.26	-.03	4.12	4.33	-.21	4.25	4.63	-.38	4.06	4.25	-.19	
	5	109.0	5.89	6.06	-.17	5.80	6.03	-.23	5.97	6.18	-.21	5.86	6.21	-.35	
HOLIDAY PARK	3	105.0	3.48	3.86	-.38	3.31	3.94	-.63 *	3.69	4.27	-.58	3.44	3.90	-.46 *	
	5	100.0	4.79	5.27	-.48	4.87	5.31	-.44	4.82	5.44	-.62	4.99	5.49	-.50	
HUNGERFORD	3	113.0	4.52	4.37	+.15	4.84	4.45	+.39	4.80	4.74	+.06	4.46	4.35	+.11	
	5	109.0	6.18	6.05	+.13	6.17	6.02	+.15	6.25	6.17	+.08	6.48	6.20	+.28	
JACKSON ROAD	3	113.0	4.55	4.40	+.15	4.47	4.46	+.01	4.87	4.74	+.13	4.27	4.37	-.10	
	5	113.0	6.53	6.42	+.11	6.13	6.34	-.21	6.50	6.52	-.02	6.49	6.53	-.04	
KEMP MILL	3	108.0	4.29	4.13	+.16	4.26	4.14	+.12	4.92	4.44	+.48	4.48	4.12	+.36	
	5	111.0	6.61	6.33	+.28	6.49	6.23	+.26	6.45	6.41	+.04	6.20	6.42	-.22	
KENSINGTON	3	103.0	3.51	3.79	-.28	3.23	3.83	-.60 *	3.70	4.15	-.45	3.60	3.83	-.23	
	5	104.0	5.92	5.67	+.25	5.65	5.66	-.01	6.17	5.79	+.38	5.74	5.83	-.09	
LAKE NORMANDY	3	116.0	4.58	4.66	-.08	4.58	4.69	-.11	4.80	4.96	-.16	4.39	4.57	-.18	
	5	113.0	6.49	6.67	-.18	6.35	6.50	-.15	6.37	6.61	-.24	6.42	6.62	-.20	

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATU STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
GEORGETOWN HILL	3 5	116.0 115.0	4.77 6.65	4.57 6.46	+.20 +.19	4.98 6.56	4.66 6.45	+.32 +.11	5.44 6.66	4.94 6.56	+.50 +.10	4.82 6.77	4.51 6.58	+.31 +.19
GEORGIAN FOREST	3 5	107.0 109.0	3.90 5.88	3.99 5.94	-.09 -.06	3.91 5.76	4.07 5.96	-.16 -.20	4.24 6.01	4.39 6.10	-.15 -.09	3.85 6.02	4.02 6.13	-.17 -.11
GERMANTOWN	3 5	96.0 101.0	3.33 4.98	3.29 5.25	+.04 -.27	3.30 5.13	3.33 5.32	-.03 -.19	3.78 5.06	3.70 5.50	+.08 -.44	3.35 5.23	3.41 5.53	-.06 -.30
GLEN HAVEN	3 5	101.0 106.0	3.61 5.25	3.61 5.68	+.00 -.43	3.56 5.49	3.67 5.72	-.11 -.23	3.83 5.70	4.01 5.87	-.18 -.17	3.61 5.71	3.69 5.91	-.08 -.20
GLENALLEN	3 5	104.0 111.0	3.49 6.15	3.80 6.11	-.31 +.04	3.46 6.05	3.87 6.13	-.41 -.08	3.69 6.17	4.20 6.25	-.51 -.08	3.54 5.97	3.85 6.28	-.31 -.31
GLENMONT	3 5	101.0 105.0	3.56 5.33	3.61 5.60	-.05 -.27	3.60 5.46	3.67 5.64	-.07 -.18	3.80 5.80	4.01 5.80	-.21 +.00	3.86 5.96	3.69 5.83	+.17 +.13
GREENWOOD	3 5	108.0 106.0	4.19 6.01	4.06 5.68	+.13 +.33	4.13 5.93	4.13 5.72	+.00 +.21	4.57 5.79	4.45 5.87	+.12 -.08	4.08 6.31	4.07 5.91	+.01 +.40
GROSVENOR	3 5	107.0 115.0	4.13 6.48	3.99 6.46	+.14 +.02	4.39 6.31	4.07 6.45	+.32 -.14	4.65 6.56	4.39 6.56	+.26 +.00	4.31 6.52	4.02 6.58	+.29 -.06
HARMONY HILLS	3 5	106.0 106.0	3.90 5.73	3.93 5.68	-.03 +.05	3.93 5.40	4.00 5.72	-.07 -.32	4.45 5.54	4.32 5.87	+.13 -.33	4.05 6.04	3.96 5.91	+.09 +.13
HIGHLAND	3 5	107.0 106.0	3.98 5.84	3.99 5.68	-.01 +.16	3.84 5.75	4.07 5.72	-.23 +.03	4.38 6.09	4.39 5.87	-.01 +.22	3.87 6.16	4.02 5.91	-.15 +.25
HIGHLAND VIEW	3 5	108.0 106.0	3.98 5.88	4.06 5.68	-.08 +.20	4.02 5.80	4.13 5.72	-.11 +.08	4.27 6.01	4.45 5.87	-.18 +.14	4.03 5.74	4.07 5.91	-.04 -.17
HILLANDALE	3 5	111.0 109.0	4.23 5.89	4.25 5.94	-.02 -.05	4.12 5.80	4.33 5.96	-.21 -.16	4.25 5.97	4.63 6.10	-.38 -.13	4.06 5.86	4.23 6.13	-.17 -.27
HOLIDAY PARK	3 5	105.0 100.0	3.48 4.79	3.86 5.17	-.38 -.38	3.31 4.87	3.93 5.24	-.62 * -.37	3.69 4.82	4.26 5.42	-.57 -.60	3.44 4.99	3.91 5.46	-.47 -.47
HUNGERFORD	3 5	113.0 109.0	4.52 6.18	4.38 5.94	+.14 +.24	4.84 6.17	4.46 5.96	+.38 +.21	4.80 6.25	4.76 6.10	+.04 +.15	4.46 6.48	4.34 6.13	+.12 +.35
JACKSON ROAD	3 5	113.0 113.0	4.55 6.53	4.38 6.28	+.17 +.25	4.47 6.13	4.46 6.29	+.01 -.16	4.87 6.50	4.76 6.41	+.11 +.09	4.27 6.49	4.34 6.43	-.07 +.06
KEMP MILL	3 5	108.0 111.0	4.29 6.61	4.06 6.11	+.23 +.50	4.26 6.49	4.13 6.13	+.13 +.36	4.92 6.45	4.45 6.25	+.47 +.20	4.48 6.20	4.07 6.28	+.41 -.08
KENSINGTON	3 5	103.0 104.0	3.51 5.92	3.74 5.51	-.23 +.41	3.23 5.65	3.80 5.56	-.57 * +.09	3.70 6.17	4.14 5.72	-.44 +.45	3.60 5.74	3.80 5.76	-.20 -.02
LAKE NORMANDY	3 5	116.0 113.0	4.58 6.49	4.57 6.28	+.01 +.21	4.58 6.35	4.66 6.29	-.08 +.06	4.80 6.37	4.94 6.41	-.14 -.04	4.39 6.42	4.51 6.43	-.12 -.01

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
LAKEWOOD	K-6	713	21.9	95.3	30.5	2.0	8.6	21.5	33.8	2.3	13.3	22014.0
LARCHMONT	K-6	312	20.8	96.1	14.0	1.0	14.2	18.4	40.0	3.4	13.7	22035.0
LAYTONSVILLE	K-6	707	20.4	94.7	32.6	2.0	12.0	22.0	20.2	6.8	12.4	14025.0
LONE OAK	PRE K-6	562	17.5	94.3	30.1	2.0	10.0	20.7	40.5	2.4	12.4	13891.0
LUCY BARNSLEY	K-6	747	23.7	95.9	29.5	2.0	7.7	16.5	34.9	0.0	13.0	19780.0
LUXMANOR	K-6	360	23.2	97.1	14.5	1.0	8.2	19.0	29.0	0.0	14.6	25069.0
LYNNBROOK	PRE K-6	260	18.4	93.9	13.1	1.0	13.3	11.0	24.8	3.4	12.8	14589.0
MACDONALD KNOLLS	K-6	221	21.0	96.2	9.5	1.0	12.9	16.0	66.7	4.1	12.6	14452.0
MARYVALE	PRE K-4	424	15.5	93.3	26.3	1.0	14.1	38.0	22.0	10.2	11.9	11590.0
MCKENNEY HILLS	K-6	267	21.4	95.3	11.5	1.0	13.9	21.0	48.0	6.3	12.7	16748.0
MEADOW HALL	K-6	446	17.1	95.5	25.0	1.0	11.1	16.0	38.5	6.6	12.5	15670.0
MILL CREEK TOWNE	K-6	762	21.2	94.9	34.0	2.0	7.3	23.0	27.8	0.2	12.9	17335.0
MONOCACY	PRE K-6	174	19.1	95.7	8.1	1.0	17.6	23.5	32.9	12.8	12.0	10648.0
MONTGOMERY KNOLLS	K-6	319	20.6	93.7	14.5	1.0	13.5	20.0	19.3	3.6	12.8	19474.0
MONTROSE	K-6	365	22.1	95.0	15.5	1.0	13.3	31.7	36.4	1.8	12.7	13707.0
NEW HAMPSHIRE ESTA	K-6	260	17.3	92.6	14.0	1.0	15.6	23.7	53.3	8.5	12.3	10604.0
NORTH CHEVY CHASE	K-6	350	20.6	96.5	16.0	1.0	12.9	25.0	29.4	4.6	13.8	21546.0
NORTH LAKE	K-6	482	19.7	95.6	23.5	1.0	8.6	23.9	36.7	1.9	12.9	22261.0
OAKLAND TERRACE	K-6	593	21.6	95.7	26.5	1.0	15.3	19.0	40.0	4.6	12.6	16038.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(LAKEWOOD - OAKLAND TERRACE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LAKEWOOD	3	114.0	4.18	4.49	-.31	4.27	4.53	-.26	4.49	4.81	-.32	4.24	4.44	-.20
	5	113.0	6.30	6.52	-.22	6.36	6.40	-.04	6.44	6.57	-.13	6.42	6.58	-.16
LARCHMONT	3	111.0	4.22	4.33	-.11	4.28	4.36	-.08	4.40	4.64	-.24	4.03	4.29	-.26
	5	112.0	6.96	6.48	+.48	6.90	6.36	+.54	6.69	6.49	+.20	6.87	6.51	+.36
LAYTONSVILLE	3	108.0	3.96	4.05	-.09	4.10	4.13	-.03	4.30	4.44	-.14	4.00	4.07	-.07
	5	111.0	5.89	6.04	-.15	6.11	6.08	+.03	6.07	6.23	-.16	6.30	6.25	+.05
LONE OAK	3	100.0	3.59	3.59	+.00	3.49	3.63	-.14	3.63	3.97	-.34	3.42	3.66	-.24
	5	99.0	4.50	5.25	-.75 *	4.44	5.27	-.83 *	4.40	5.41	-1.01 *	4.71	5.46	-.75 *
LUCY BARNSLEY	3	115.0	4.46	4.51	-.05	4.54	4.58	-.04	4.89	4.86	+.03	4.46	4.47	-.01
	5	113.0	6.67	6.42	+.25	6.39	6.34	+.05	6.65	6.51	+.14	6.61	6.52	+.09
LUXMANOR	3	119.0	4.73	4.85	-.12	4.90	4.89	+.01	5.13	5.14	-.01	4.83	4.73	+.10
	5	119.0	6.96	7.10	-.14	6.73	6.94	-.21	7.22	7.04	+.18	7.15	7.04	+.11
LYNNBROOK	3	106.0	3.63	3.95	-.32	3.55	4.02	-.47	3.83	4.34	-.51	3.67	3.97	-.30
	5	111.0	6.22	6.09	+.13	6.17	6.12	+.05	6.35	6.23	+.12	6.09	6.26	-.17
MACDONALD KNOLLS	3	106.0	3.59	3.94	-.35	3.64	4.01	-.37	4.31	4.33	-.02	3.83	3.97	-.14
	5	110.0	6.05	6.01	+.04	5.85	6.03	-.18	5.71	6.17	-.46	5.96	6.19	-.23
MARYVALE	3	103.0	3.30	3.72	-.42	3.46	3.80	-.34	3.72	4.14	-.42	3.47	3.79	-.32
MCKENNEY HILLS	3	108.0	3.50	4.08	-.58 *	3.70	4.14	-.44	4.14	4.45	-.31	3.95	4.09	-.14
	5	113.0	5.89	6.29	-.40	5.70	6.28	-.58	5.76	6.43	-.67 *	5.93	6.45	-.52
MEADOW HALL	3	106.0	3.80	3.95	-.15	3.88	4.01	-.13	3.59	4.32	-.73 *	3.51	3.98	-.47 *
	5	103.0	5.49	5.58	-.09	5.26	5.57	-.31	5.20	5.73	-.53	5.63	5.76	-.13
MILL CREEK TOWNE	3	112.0	4.42	4.32	+.10	4.22	4.40	-.18	4.87	4.69	+.18	4.20	4.30	-.10
	5	108.0	5.98	6.00	-.02	6.01	5.96	+.05	6.14	6.11	+.03	6.01	6.13	-.12
MONOCACY	3	106.0	3.88	3.89	-.01	3.86	3.99	-.13	4.02	4.32	-.30	3.55	3.93	-.38
	5	112.0	6.04	5.96	+.08	6.01	6.07	-.06	6.33	6.21	+.12	6.03	6.23	-.20
MONTGOMERY KNOLLS	3	95.0	3.44	3.37	+.07	3.41	3.32	+.09	4.01	3.66	+.35	3.54	3.45	+.09
	5	105.0	5.92	5.87	+.05	5.85	5.78	+.07	6.05	5.96	+.09	5.69	5.99	-.30
MONTROSE	3	105.0	3.45	3.88	-.43	3.65	3.95	-.30	4.16	4.28	-.12	3.68	3.91	-.23
	5	111.0	5.13	6.05	-.92 *	5.47	6.10	-.63 *	5.68	6.21	-.53	5.72	6.24	-.52
NEW HAMPSHIRE ESTA	3	97.0	3.15	3.39	-.24	3.20	3.44	-.24	3.54	3.79	-.25	3.22	3.48	-.26
NORTH CHEVY CHASE	3	113.0	4.21	4.45	-.24	4.45	4.49	-.04	4.75	4.77	-.02	4.20	4.39	-.19
	5	112.0	6.56	6.47	+.09	6.34	6.36	-.02	6.77	6.48	+.29	6.56	6.50	+.06
NORTH LAKE	3	113.0	4.05	4.42	-.37	4.13	4.46	-.33	4.37	4.74	-.37	4.23	4.39	-.16
	5	112.0	6.07	6.44	-.37	5.90	6.31	-.41	6.27	6.51	-.24	6.30	6.52	-.22
OAKLAND TERRACE	3	108.0	3.86	4.07	-.21	4.11	4.13	-.02	4.14	4.45	-.31	3.74	4.08	-.34
	5	107.0	5.53	5.87	-.34	5.43	5.85	-.42	5.40	6.01	-.61	5.54	6.04	-.50

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(LAKEWOOD - OAKLAND TERRACE)

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LAKEWOOD	3	114.0	4.18	4.44	-.26	4.27	4.53	-.26	4.49	4.82	-.33	4.24	4.40	-.16
	5	113.0	6.30	6.28	+.02	6.36	6.29	+.07	6.44	6.41	+.03	6.42	6.43	-.01
LARCHMONT	3	111.0	4.22	4.25	-.03	4.28	4.33	-.05	4.40	4.63	-.23	4.03	4.23	-.20
	5	112.0	6.96	6.20	+.76 *	6.90	6.21	+.69 *	6.69	6.33	+.36	6.87	6.35	+.52
LAYTONSVILLE	3	108.0	3.96	4.06	-.10	4.10	4.13	-.03	4.30	4.45	-.15	4.00	4.07	-.07
	5	111.0	5.89	6.11	-.22	6.11	6.13	-.02	6.07	6.25	-.18	6.30	6.28	+.02
LONE OAK	3	100.0	3.59	3.54	+.05	3.49	3.60	-.11	3.63	3.95	-.32	3.42	3.63	-.21
	5	99.0	4.50	5.08	-.58	4.44	5.16	-.72 *	4.40	5.34	-.94 *	4.71	5.39	-.68 *
LUCY BARNSLEY	3	115.0	4.46	4.51	-.05	4.54	4.60	-.06	4.89	4.88	+.01	4.46	4.45	+.01
	5	113.0	6.67	6.28	+.39	6.39	6.29	+.10	6.65	6.41	+.24	6.61	6.43	+.18
LUXMANOR	3	119.0	4.73	4.76	-.03	4.90	4.86	+.04	5.13	5.13	+.00	4.83	4.67	+.16
	5	119.0	6.96	6.80	+.16	6.73	6.77	-.04	7.22	6.86	+.36	7.15	6.87	+.28
LYNNBROOK	3	106.0	3.63	3.93	-.30	3.55	4.00	-.45	3.93	4.32	-.49	3.67	3.96	-.29
	5	111.0	6.22	6.11	+.11	6.17	6.13	+.04	6.35	6.25	+.10	6.09	6.28	-.19
MACDONALD KNOLLS	3	100.0	3.59	3.93	-.34	3.64	4.00	-.36	4.31	4.32	-.01	3.83	3.96	-.13
	5	110.0	6.05	6.03	+.02	5.85	6.04	-.19	5.71	6.18	-.47	5.96	6.20	-.24
MARYVALE	3	103.0	3.30	3.74	-.44	3.46	3.80	-.34	3.72	4.14	-.42	3.47	3.80	-.33
MCKENNEY HILLS	3	108.0	3.50	4.06	-.56 *	3.70	4.13	-.43	4.14	4.45	-.31	3.95	4.07	-.12
	5	113.0	5.89	6.28	-.39	5.70	6.29	-.59	5.76	6.41	-.65	5.93	6.43	-.50
MEADOW HALL	3	106.0	3.80	3.93	-.13	3.88	4.00	-.12	3.59	4.32	-.73 *	3.51	3.96	-.45 *
	5	103.0	5.49	5.42	+.07	5.26	5.48	-.22	5.20	5.65	-.45	5.63	5.68	-.05
MILL CREEK TOWNE	3	112.0	4.42	4.31	+.11	4.22	4.40	-.18	4.87	4.70	+.17	4.20	4.29	-.09
	5	108.0	5.98	5.85	+.13	6.01	5.88	+.13	6.14	6.03	+.11	6.01	6.06	-.05
MONOCACY	3	106.0	3.88	3.93	-.05	3.86	4.00	-.14	4.02	4.32	-.30	3.55	3.96	-.41
	5	112.0	6.04	6.20	-.16	6.01	6.21	-.20	6.33	6.33	+.00	6.03	6.35	-.32
MONTGOMERY KNOLLS	3	95.0	3.44	3.22	+.22	3.41	3.27	+.14	4.01	3.64	+.37	3.54	3.36	+.18
	5	105.0	5.92	5.60	+.32	5.85	5.64	+.21	6.05	5.80	+.25	5.69	5.83	-.14
MONTROSE	3	105.0	3.45	3.86	-.41	3.65	3.93	-.28	4.16	4.26	-.10	3.68	3.91	-.23
	5	111.0	5.13	6.11	-.98 *	5.47	6.13	-.66 *	5.68	6.25	-.57	5.72	6.28	-.56 *
NEW HAMPSHIRE ESTA	3	97.0	3.15	3.35	-.20	3.20	3.40	-.20	3.54	3.76	-.22	3.22	3.47	-.25
NORTH CHEVY CHASE	3	113.0	4.21	4.38	-.17	4.45	4.46	-.01	4.75	4.76	-.01	4.20	4.34	-.14
	5	112.0	6.56	6.20	+.36	6.34	6.21	+.13	6.77	6.33	+.44	6.56	6.35	+.21
NORTH LAKE	3	113.0	4.05	4.38	-.33	4.13	4.46	-.33	4.37	4.76	-.39	4.23	4.34	-.11
	5	112.0	6.07	6.20	-.13	5.90	6.21	-.31	6.27	6.33	-.06	6.30	6.35	-.05
OAKLAND TERRACE	3	108.0	3.86	4.06	-.20	4.11	4.13	-.02	4.14	4.45	-.31	3.74	4.07	-.33
	5	107.0	5.53	5.77	-.24	5.43	5.80	-.37	5.40	5.95	-.55	5.54	5.98	-.44

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
OAKVIEW	K-6	411	20.0	94.3	19.5	1.0	13.5	17.0	24.4	7.0	12.6	11837.0
OLNEY	PRE K-6	439	21.3	96.6	19.6	1.0	9.3	19.0	29.1	4.7	12.7	16607.0
PARK STREET	PRE K-6	428	18.9	93.4	21.6	1.0	8.4	12.3	35.9	11.7	12.2	11439.0
PARKSIDE	PRE K-6	196	16.2	95.9	11.1	1.0	16.0	14.0	33.0	0.6	12.8	15922.0
PARKWOOD	K-6	441	20.0	96.2	21.0	1.0	13.4	15.1	22.7	1.5	13.4	17731.0
PINE CREST	K-6	363	20.7	95.0	16.5	1.0	12.9	7.2	48.6	0.7	12.8	17848.0
PINEY BRANCH	5-6	554	13.9	94.4	38.0	2.0	7.8	12.5	37.5	7.2	12.6	11411.0
PLEASANT VIEW	K-6	446	16.8	95.1	25.5	1.0	11.5	24.0	41.5	13.1	12.5	14466.0
POOLESVILLE	PRE K-6	541	20.0	94.7	26.0	1.0	9.6	14.0	14.8	10.6	12.0	10594.0
POTOMAC	K-6	527	21.9	96.0	23.0	1.0	11.7	10.0	45.8	3.3	14.7	26804.0
RADNOR	K-6	399	18.1	96.5	21.0	1.0	13.1	15.9	54.5	1.9	13.3	19630.0
RITCHIE PARK	K-6	606	21.6	96.4	27.0	1.0	10.5	33.5	42.9	0.0	14.2	20920.0
ROCK CREEK FOREST	K-6	359	21.1	95.2	16.0	1.0	8.3	20.0	41.2	2.3	12.7	13712.0
ROCK CREEK PALISADES	PRE K-6	515	19.2	95.2	25.9	1.0	11.5	21.0	41.9	3.6	12.6	16011.0
ROCK CREEK VALLEY	K-6	683	22.3	96.0	28.6	2.0	13.0	24.3	39.2	0.0	12.8	19095.0
ROCKING HORSE ROAD	K-6	608	21.0	95.6	27.0	2.0	9.5	21.5	20.7	3.3	12.6	14654.0
ROLLING TERRACE	K-4	304	13.8	94.1	21.0	1.0	12.7	31.0	27.3	7.8	12.5	11089.0
ROLLINGWOOD	K-6	241	20.9	95.8	10.5	1.0	8.1	22.0	47.8	0.5	14.7	27407.0
ROSEMARY HILLS	K-6	466	18.3	94.3	24.5	1.0	10.2	34.0	29.4	4.3	12.7	13719.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS: VOCABULARY AVERAGE GE	VOCABULARY MARYLAND NORM	VOCABULARY DIFFERENCE	READING COMPREHENSION AVERAGE GE	READING COMPREHENSION MARYLAND NORM	READING COMPREHENSION DIFFERENCE	LANGUAGE TOTAL AVERAGE GE	LANGUAGE TOTAL MARYLAND NORM	LANGUAGE TOTAL DIFFERENCE	MATHEMATICAL TOTAL AVERAGE GE	MATHEMATICAL TOTAL MARYLAND NORM	MATHEMATICAL TOTAL DIFFERENCE
OAKVIEW	3	102.0	4.20	3.70	+.50	3.82	3.76	+.06	4.40	4.10	+.30	3.86	3.75	+.11
	5	103.0	5.83	5.45	+.38	5.81	5.52	+.29	5.72	5.62	+.10	5.80	5.67	+.13
OLNEY	3	104.0	3.58	3.85	-.27	3.44	3.89	-.45	3.87	4.21	-.34	3.59	3.88	-.29
	5	106.0	5.81	5.83	-.02	5.73	5.80	-.07	5.81	5.95	-.14	5.72	5.98	-.26
PARK STREET	3	104.0	3.91	3.79	+.12	4.06	3.87	+.19	4.10	4.21	-.11	3.79	3.84	-.05
	5	110.0	5.86	5.87	-.01	5.97	5.96	+.01	5.94	6.09	-.15	5.93	6.12	-.19
PARKSIDE	3	101.0	4.05	3.68	+.37	4.12	3.70	+.42	4.07	4.03	+.04	3.72	3.73	-.01
	5	112.0	6.39	6.20	+.19	6.18	6.20	-.02	6.46	6.34	+.12	6.06	6.36	-.30
PARKWOOD	3	111.0	4.28	4.29	-.01	4.34	4.35	-.01	4.58	4.65	-.07	4.09	4.26	-.17
	5	115.0	6.53	6.51	+.02	6.77	6.48	+.29	6.88	6.58	+.30	6.43	6.60	-.17
PINE CREST	3	108.0	3.99	4.09	-.10	4.15	4.14	+.01	4.40	4.45	-.05	4.04	4.10	-.06
	5	110.0	5.95	6.14	-.19	6.03	6.10	-.07	6.07	6.26	-.19	5.86	6.28	-.42
PINEY BRANCH	5	102.0	5.09	5.37	-.28	5.01	5.44	-.43	5.24	5.54	-.30	5.18	5.59	-.41
PLEASANT VIEW	3	111.0	3.87	4.23	-.36	3.95	4.32	-.37	4.48	4.63	-.15	4.06	4.22	-.16
	5	114.0	5.99	6.26	-.27	6.05	6.30	-.25	6.07	6.44	-.37	6.25	6.46	-.21
POOLESVILLE	3	101.0	3.48	3.61	-.13	3.45	3.68	-.23	3.74	4.02	-.28	3.51	3.68	-.17
	5	100.0	5.11	5.17	-.06	5.05	5.26	-.21	5.00	5.39	-.39	5.12	5.44	-.32
POTOMAC	3	109.0	4.17	4.30	-.13	4.26	4.27	-.01	4.28	4.54	-.26	4.09	4.24	-.15
	5	116.0	6.63	6.98	-.35	6.41	6.77	-.36	7.08	6.88	+.20	6.77	6.89	-.12
RADNOR	3	109.0	3.92	4.19	-.27	3.97	4.22	-.25	4.51	4.52	-.01	3.91	4.17	-.26
	5	111.0	6.49	6.31	+.18	6.24	6.23	+.01	6.58	6.36	+.22	6.36	6.38	-.02
RITCHIE PARK	3	116.0	4.51	4.63	-.12	4.74	4.69	+.05	4.62	4.96	-.34	4.35	4.54	-.19
	5	113.0	6.52	6.54	-.02	6.35	6.44	-.09	6.56	6.52	+.04	6.55	6.54	+.01
ROCK CREEK FOREST	3	107.0	3.77	4.00	-.23	3.97	4.08	-.11	4.36	4.40	-.04	4.03	4.01	+.02
	5	113.0	6.66	6.18	+.48	6.33	6.23	+.10	6.67	6.35	+.32	6.30	6.37	-.07
ROCK CREEK PALISADES	3	108.0	4.20	4.07	+.13	4.43	4.13	+.30	4.46	4.45	+.01	4.03	4.08	-.05
	5	109.0	5.94	6.00	-.06	5.95	5.99	-.04	6.07	6.14	-.07	5.92	6.17	-.25
ROCK CREEK VALLEY	3	115.0	4.23	4.50	-.27	4.37	4.58	-.21	4.63	4.86	-.23	4.28	4.46	-.18
	5	116.0	6.46	6.58	-.12	6.45	6.53	-.08	6.69	6.70	-.01	6.50	6.70	-.20
ROCKING HORSE ROAD	3	109.0	3.70	4.12	-.42	3.85	4.20	-.35	4.18	4.51	-.33	3.94	4.12	-.18
	5	112.0	5.86	6.14	-.28	5.82	6.17	-.35	5.98	6.31	-.33	5.70	6.33	-.63 *
ROLLING TERRACE	3	97.0	3.13	3.40	-.27	2.87	3.44	-.57 *	3.86	3.80	+.06	3.32	3.48	-.16
ROLLINGWOOD	3	114.0	4.88	4.59	+.29	5.01	4.58	+.43	5.07	4.84	+.23	4.84	4.49	+.35
	5	113.0	6.52	6.80	-.28	6.45	6.58	-.13	6.54	6.69	-.15	6.76	6.70	+.06
ROSEMARY HILLS	3	103.0	3.71	3.77	-.06	3.72	3.83	-.11	4.06	4.16	-.10	3.64	3.81	-.17
	5	105.0	5.17	5.66	-.49	4.97	5.69	-.72 *	5.20	5.81	-.61	5.13	5.84	-.71 *

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
OAKVIEW	3	102.0	4.20	3.67	+.53	3.82	3.73	+.09	4.40	4.07	+.33	3.86	3.74	+.12
	5	103.0	5.83	5.42	+.41	5.81	5.48	+.33	5.72	5.65	+.07	5.80	5.68	+.12
OLNEY	3	104.0	3.58	3.80	-.22	3.44	3.87	-.43	3.47	4.20	-.33	3.59	3.85	-.26
	5	106.0	5.81	5.68	+.13	5.73	5.72	+.01	5.81	5.87	-.06	5.72	5.91	-.19
PARK STREET	3	104.0	3.91	3.80	+.11	4.06	3.87	+.19	4.10	4.20	-.10	3.79	3.85	-.06
	5	110.0	5.86	6.03	-.17	5.97	6.04	-.07	5.94	6.18	-.24	5.93	6.20	-.27
PARKSIDE	3	101.0	4.05	3.61	+.44	4.12	3.67	+.45	4.07	4.01	+.06	3.72	3.69	+.03
	5	112.0	6.39	6.20	+.19	6.18	6.21	-.03	6.46	6.33	+.13	6.06	6.35	-.29
PARKWOOD	3	111.0	4.28	4.25	+.03	4.34	4.33	+.01	4.58	4.63	-.05	4.09	4.23	-.14
	5	115.0	6.53	6.46	+.07	6.77	6.45	+.32	6.88	6.56	+.32	6.43	6.58	-.15
PINE CREST	3	108.0	3.99	4.06	-.07	4.15	4.13	+.02	4.40	4.45	-.05	4.04	4.07	-.03
	5	110.0	5.95	6.03	-.08	6.03	6.04	-.01	6.07	6.18	-.11	5.86	6.20	-.34
PINEY BRANCH	5	102.0	5.09	5.34	-.25	5.01	5.40	-.39	5.24	5.57	-.33	5.18	5.61	-.43
PLEASANT VIEW	3	111.0	3.87	4.25	-.38	3.95	4.33	-.38	4.48	4.63	-.15	4.06	4.23	-.17
	5	114.0	5.99	6.37	-.38	6.05	6.37	-.32	6.07	6.48	-.41	6.25	6.50	-.25
POOLESVILLE	3	101.0	3.48	3.61	-.13	3.45	3.67	-.22	3.74	4.01	-.27	3.51	3.69	-.18
	5	100.0	5.11	5.17	-.06	5.05	5.24	-.19	5.00	5.42	-.42	5.12	5.46	-.34
POTOMAC	3	109.0	4.17	4.12	+.05	4.26	4.20	+.06	4.28	4.51	-.23	4.09	4.12	-.03
	5	116.0	6.63	6.54	+.09	6.41	6.53	-.12	7.08	6.63	+.45	6.77	6.65	+.12
RADNOR	3	109.0	3.92	4.12	-.20	3.97	4.20	-.23	4.51	4.51	+.00	3.91	4.12	-.21
	5	111.0	6.49	6.11	+.38	6.24	6.13	+.11	6.58	6.25	+.33	6.36	6.28	+.08
RITCHIE PARK	3	116.0	4.51	4.57	-.06	4.74	4.66	+.08	4.62	4.94	-.32	4.35	4.51	-.16
	5	113.0	6.52	6.28	+.24	6.35	6.29	+.06	6.56	6.41	+.15	6.55	6.43	+.12
ROCK CREEK FOREST	3	107.0	3.77	3.99	-.22	3.97	4.07	-.10	4.36	4.39	-.03	4.03	4.02	+.01
	5	113.0	6.66	6.28	+.38	6.33	6.29	+.04	6.67	6.41	+.26	6.30	6.43	-.13
ROCK CREEK PALISADES	3	108.0	4.20	4.06	+.14	4.43	4.13	+.30	4.46	4.45	+.01	4.03	4.07	-.04
	5	109.0	5.94	5.94	+.00	5.95	5.96	-.01	6.07	6.10	-.03	5.92	6.13	-.21
ROCK CREEK VALLEY	3	115.0	4.23	4.51	-.28	4.37	4.60	-.23	4.63	4.88	-.25	4.28	4.45	-.17
	5	116.0	6.46	6.54	-.08	6.45	6.53	-.08	6.69	6.63	+.06	6.50	6.65	-.15
ROCKING HORSE ROAD	3	109.0	3.70	4.12	-.42	3.85	4.20	-.35	4.18	4.51	-.33	3.94	4.12	-.18
	5	112.0	5.86	6.20	-.34	5.82	6.21	-.39	5.98	6.33	-.35	5.70	6.35	-.65 *
ROLLING TERRACE	3	97.0	3.13	3.35	-.22	2.87	3.40	-.53	3.86	3.76	+.10	3.32	3.47	-.15
ROLLINGWOOD	3	114.0	4.88	4.44	+.44	5.01	4.53	+.48	5.07	4.82	+.25	4.84	4.40	+.44 *
	5	113.0	6.52	6.28	+.24	6.45	6.29	+.16	6.54	6.41	+.13	6.76	6.43	+.33
ROSEMARY HILLS	3	103.0	3.71	3.74	-.03	3.72	3.80	-.08	4.06	4.14	-.08	3.64	3.80	-.16
	5	105.0	5.17	5.60	-.43	4.97	5.64	-.67 *	5.20	5.80	-.60	5.13	5.83	-.70 *

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ROSEMONT	PRE K-6	312	15.4	95.0	19.2	1.0	12.2	9.7	37.6	2.6	12.3	11108.0
SADDLEBROOK	K-6	501	22.8	95.7	21.0	1.0	5.8	20.0	31.8	6.0	12.7	19355.0
SEVEN LOCKS ROAD	PRE K-6	396	24.5	96.9	15.1	1.0	10.5	16.9	37.2	4.3	14.4	24074.0
SHERWOOD	PRE K-6	534	18.7	94.6	27.5	1.0	11.3	24.0	23.1	8.2	12.7	16688.0
SOMERSET	PRE K-6	412	19.5	95.6	20.1	1.0	10.7	19.0	45.0	2.5	14.6	23764.0
SOUTH LAKE	K-6	645	24.8	94.4	25.0	1.0	9.0	15.4	30.8	4.5	13.1	16844.0
SPRING MILL	K-6	249	20.7	96.4	11.0	1.0	8.6	34.0	41.7	4.4	12.9	18326.0
STONEGATE	K-6	405	20.3	95.7	19.0	1.0	7.5	16.0	20.0	6.9	12.8	18811.0
STRATHMORE	K-6	515	21.5	95.4	23.0	1.0	6.7	20.0	25.0	4.9	12.9	13767.0
SUMMIT HALL	K-6	586	21.7	93.5	25.0	2.0	7.8	26.5	40.7	6.9	12.2	11507.0
TAKOMA PARK	PRE K-4	586	19.4	93.4	29.3	1.0	10.5	12.0	36.4	8.0	12.5	11396.0
TRAVILAH	PRE K-6	387	21.3	93.5	17.1	1.0	9.1	17.0	27.6	6.3	12.6	16935.0
TUCKERMAN	K-6	406	18.5	97.0	21.1	1.0	6.7	35.5	40.9	0.0	14.4	24106.0
TWINBROOK	PRE K-6	772	19.2	96.4	38.3	2.0	13.6	27.7	41.0	2.6	12.5	13099.0
VIERS MILL	PRE K-6	652	20.3	95.5	30.1	2.0	9.7	12.5	18.7	3.4	12.3	12563.0
WASHINGTON GROVE	PRE K-6	602	21.0	94.4	26.6	2.0	9.6	22.5	38.4	1.0	12.8	15827.0
WATKINS MILL	K-6	724	21.3	95.9	32.0	2.0	9.1	15.5	26.5	2.1	13.4	17410.0
WAYSIDE	K-6	521	23.7	95.8	21.0	1.0	9.3	15.0	45.5	1.1	15.0	29463.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(ROSEMONT - WAYSIDE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROSEMONT	3	96.0	4.13	3.34	+.79 *	3.87	3.37	+.50	4.35	3.73	+.62 *	4.10	3.43	+.67 *
	5	108.0	5.90	5.73	+.17	5.58	5.82	-.24	6.52	5.94	+.58	6.11	5.98	+.13
SADDLEBROOK	3	111.0	4.09	4.28	-.19	4.01	4.33	-.32	4.48	4.62	-.14	4.18	4.26	-.08
	5	112.0	5.94	6.32	-.38	5.80	6.25	-.45	5.94	6.43	-.49	6.02	6.45	-.43
SEVEN LOCKS ROAD	3	109.0	3.82	4.26	-.44	3.75	4.26	-.51	4.02	4.54	-.52	3.78	4.21	-.43
	5	114.0	6.69	6.73	-.04	6.52	6.57	-.05	6.58	6.67	-.09	6.39	6.69	-.30
SHERWOOD	3	107.0	3.68	4.02	-.34	3.65	4.08	-.43	3.85	4.39	-.54	3.86	4.04	-.18
	5	108.0	5.81	5.96	-.15	5.78	5.94	-.16	5.89	6.09	-.20	5.97	6.12	-.15
SOMERSET	3	116.0	4.78	4.67	+.11	4.88	4.70	+.18	4.93	4.96	-.03	4.76	4.57	+.19
	5	118.0	7.50	6.99	+.51	6.97	6.85	+.12	7.59	6.93	+.66	7.28	6.94	+.34
SOUTH LAKE	3	102.0	3.81	3.76	+.05	3.68	3.77	-.09	3.82	4.10	-.28	3.74	3.79	-.05
	5	107.0	5.95	5.93	+.02	5.59	5.90	-.31	5.65	6.02	-.37	5.73	6.05	-.32
SPRING MILL	3	116.0	4.52	4.55	-.03	4.51	4.64	-.13	4.97	4.93	+.04	4.36	4.51	-.15
	5	110.0	6.23	6.16	+.07	5.85	6.11	-.26	6.06	6.27	-.21	5.94	6.29	-.35
STONEGATE	3	106.0	3.86	3.99	-.13	3.94	4.01	-.07	4.42	4.32	+.10	4.07	4.00	+.07
	5	109.0	6.13	6.11	+.02	6.22	6.05	+.17	6.40	6.22	+.18	6.06	6.24	-.18
STRATHMORE	3	107.0	3.87	4.01	-.14	3.92	4.08	-.16	4.06	4.40	-.34	4.02	4.02	+.00
	5	107.0	6.00	5.80	+.20	5.83	5.84	-.01	5.81	5.94	-.13	5.73	5.98	-.25
SUMMIT HALL	3	109.0	4.04	4.08	-.04	4.19	4.19	+.00	4.21	4.51	-.30	4.05	4.09	-.04
	5	105.0	5.59	5.55	+.04	5.59	5.62	-.03	5.73	5.75	-.02	5.71	5.79	-.08
TAKOMA PARK	3	100.0	3.31	3.58	-.27	3.17	3.63	-.46	3.66	3.98	-.32	3.38	3.64	-.26
TRAVILAH	3	105.0	3.77	3.91	-.14	3.94	3.95	-.01	4.26	4.26	+.00	3.86	3.94	-.08
	5	112.0	6.04	6.23	-.19	6.04	6.21	-.17	6.00	6.37	-.37	6.49	6.39	+.10
TUCKERMAN	3	105.0	3.90	4.04	-.14	3.66	4.00	-.34	4.35	4.30	+.05	4.11	4.01	+.10
	5	114.0	6.23	6.73	-.50	6.12	6.57	-.45	6.40	6.67	-.27	6.25	6.69	-.44
TWINBROOK	3	103.0	3.53	3.76	-.23	3.52	3.82	-.30	3.80	4.15	-.35	3.43	3.80	-.37
	5	109.0	5.53	5.88	-.35	5.44	5.94	-.50	5.56	6.06	-.50	5.72	6.09	-.37
VIERS MILL	3	102.0	3.40	3.69	-.29	3.47	3.75	-.28	3.90	4.09	-.19	3.53	3.75	-.22
	5	105.0	5.47	5.59	-.12	5.60	5.65	-.05	5.81	5.78	+.03	5.72	5.82	-.10
WASHINGTON GROVE	3	103.0	3.59	3.79	-.20	3.61	3.83	-.22	3.98	4.15	-.17	3.79	3.83	-.04
	5	109.0	5.61	6.00	-.39	5.72	6.00	-.28	5.94	6.13	-.19	5.75	6.16	-.41
WATKINS MILL	3	108.0	4.20	4.11	+.09	4.13	4.16	-.03	4.19	4.47	-.28	4.00	4.10	-.10
	5	106.0	6.22	5.90	+.32	6.02	5.86	+.16	5.99	5.96	+.03	6.36	6.00	+.36
WAYSIDE	3	106.0	4.27	4.16	+.11	4.27	4.09	+.18	4.41	4.36	+.05	4.28	4.11	+.17
	5	113.0	6.26	6.89	-.63	6.22	6.63	-.41	6.33	6.75	-.42	6.28	6.75	-.47

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

MONTGOMERY COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATU STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROSEMONT	3	96.0	4.13	3.29	+.84 *	3.87	3.33	+.54	4.35	3.70	+.65 *	4.10	3.41	+.69 *
	5	108.0	5.90	5.85	+.05	5.58	5.88	-.30	6.52	6.03	+.49	6.11	6.06	+.05
SADDLEBROOK	3	111.0	4.09	4.25	-.16	4.01	4.33	-.32	4.48	4.63	-.15	4.18	4.23	-.05
	5	112.0	5.94	6.20	-.26	5.80	6.21	-.41	5.94	6.33	-.39	6.02	6.35	-.33
SEVEN LOCKS ROAD	3	109.0	3.82	4.12	-.30	3.75	4.20	-.45	4.02	4.51	-.49	3.78	4.12	-.34
	5	114.0	6.69	6.37	+.32	6.52	6.37	+.15	6.58	6.48	+.10	6.39	6.50	-.11
SHERWOOD	3	107.0	3.68	3.99	-.31	3.65	4.07	-.42	3.85	4.39	-.54	3.86	4.02	-.16
	5	108.0	5.81	5.85	-.04	5.78	5.88	-.10	5.89	6.03	-.14	5.97	6.06	-.09
SOMERSET	3	116.0	4.78	4.57	+.21	4.88	4.66	+.22	4.93	4.94	-.01	4.76	4.51	+.25
	5	118.0	7.50	6.71	+.79 *	6.97	6.69	+.28	7.59	6.78	+.81 *	7.28	6.80	+.48
SOUTH LAKE	3	102.0	3.81	3.67	+.14	3.68	3.73	-.05	3.82	4.07	-.25	3.74	3.74	+.00
	5	107.0	5.95	5.77	+.18	5.59	5.80	-.21	5.65	5.95	-.30	5.73	5.98	-.25
SPRING MILL	3	116.0	4.52	4.57	-.05	4.51	4.66	-.15	4.97	4.94	+.03	4.36	4.51	-.15
	5	110.0	6.23	6.03	+.20	5.85	6.04	-.19	6.06	6.18	-.12	5.94	6.20	-.26
STONEGATE	3	106.0	3.86	3.93	-.07	3.94	4.00	-.06	4.42	4.32	+.10	4.07	3.96	+.11
	5	109.0	6.13	5.94	+.19	6.22	5.96	+.26	6.40	6.10	+.30	6.06	6.13	-.07
STRATHMORE	3	107.0	3.87	3.99	-.12	3.92	4.07	-.15	4.06	4.39	-.33	4.02	4.02	+.00
	5	107.0	6.00	5.77	+.23	5.83	5.80	+.03	5.81	5.95	-.14	5.73	5.98	-.25
SUMMIT HALL	3	109.0	4.04	4.12	-.08	4.19	4.20	-.01	4.21	4.51	-.30	4.05	4.12	-.07
	5	105.0	5.59	5.60	-.01	5.59	5.64	-.05	5.73	5.80	-.07	5.71	5.83	-.12
TAKOMA PARK	3	100.0	3.31	3.54	-.23	3.17	3.60	-.43	3.66	3.95	-.29	3.38	3.63	-.25
TRAVILAH	3	105.0	3.77	3.86	-.09	3.94	3.93	+.01	4.26	4.26	+.00	3.86	3.91	-.05
	5	112.0	6.04	6.20	-.16	6.04	6.21	-.17	6.00	6.33	-.33	6.49	6.35	+.14
TUCKERMAN	3	105.0	3.90	3.86	+.04	3.66	3.93	-.27	4.35	4.26	+.09	4.11	3.91	+.20
	5	114.0	6.23	6.37	-.14	6.12	6.37	-.25	6.40	6.48	-.08	6.25	6.50	-.25
TWINBROOK	3	103.0	3.53	3.74	-.21	3.52	3.80	-.28	3.80	4.14	-.34	3.43	3.80	-.37
	5	109.0	5.53	5.94	-.41	5.44	5.96	-.52	5.56	6.10	-.54	5.72	6.13	-.41
VIERS MILL	3	102.0	3.40	3.67	-.27	3.47	3.73	-.26	3.90	4.07	-.17	3.53	3.74	-.21
	5	105.0	5.47	5.60	-.13	5.60	5.64	-.04	5.81	5.80	+.01	5.72	5.83	-.11
WASHINGTON GROVE	3	103.0	3.59	3.74	-.15	3.61	3.80	-.19	3.98	4.14	-.16	3.79	3.80	-.01
	5	109.0	5.61	5.94	-.33	5.72	5.96	-.24	5.94	6.10	-.16	5.75	6.13	-.38
WATKINS MILL	3	108.0	4.20	4.06	+.14	4.13	4.13	+.00	4.19	4.45	-.26	4.00	4.07	-.07
	5	106.0	6.22	5.68	+.54	6.02	5.72	+.30	5.99	5.87	+.12	6.36	5.91	+.45
WAYSIDE	3	106.0	4.27	3.93	+.34	4.27	4.00	+.27	4.41	4.32	+.09	4.28	3.96	+.32
	5	113.0	6.26	6.28	-.02	6.22	6.29	-.07	6.33	6.41	-.08	6.28	6.43	-.15

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WELLER ROAD	K-6	639	21.7	96.1	27.5	2.0	12.1	12.4	33.9	3.8	12.6	15964.0
WEST ROCKVILLE	K-6	630	16.4	93.2	36.5	2.0	8.6	13.7	23.4	6.6	12.6	14351.0
WESTBROOK	PRE K-6	378	22.2	95.3	16.0	1.0	15.3	13.8	58.8	2.4	13.8	20374.0
WESTOVER	K-6	400	20.0	95.7	19.0	1.0	12.7	25.0	55.0	2.0	13.2	22124.0
WHEATON WOODS	K-6	637	20.9	96.0	28.5	2.0	12.7	19.0	37.7	3.0	12.6	14983.0
WHETSTONE	K-6	644	20.1	96.0	30.0	2.0	11.3	16.0	43.7	0.9	14.6	19348.0
WHITTIER WOODS	K-6	335	21.6	95.3	14.5	1.0	9.6	15.9	29.0	3.4	14.5	28535.0
WILLIAM TYLER PAGE	K-6	500	18.5	96.9	26.0	1.0	9.3	20.0	37.0	0.9	12.8	18932.0
WOOD ACRES	PRE K-6	457	21.8	96.6	20.0	1.0	11.8	9.0	42.9	3.5	14.3	25233.0
WOODFIELD	PRE K-6	340	19.9	95.5	16.1	1.0	15.7	19.0	49.6	6.2	12.2	12876.0
WOODLEY GARDENS	K-6	372	24.8	95.5	14.0	1.0	7.1	15.8	26.7	1.3	14.1	18082.0
WOODLIN	K-6	286	20.4	95.5	13.0	1.0	9.3	21.0	35.7	1.7	12.8	16404.0
WOODSIDE	K-6	351	21.9	93.4	15.0	1.0	10.3	15.0	50.0	8.2	12.5	13932.0
WYNGATE	K-6	502	22.3	96.1	21.5	1.0	15.4	31.0	35.5	1.2	13.9	21098.0
SOUTHLAWN	5-8	566	14.5	93.2	37.0	2.0	8.7	15.0	43.6	6.7	12.2	12808.0
W H FARQUHAR	6-8	914	15.5	95.0	57.0	2.0	9.6	18.5	49.1	6.3	12.8	16352.0
ARGYLE	7-9	772	15.1	95.0	49.0	2.0	7.7	14.0	45.1	3.8	12.8	14784.0
CABIN JOHN JR HI	7-9	1036	17.0	95.7	58.0	3.0	7.3	10.3	29.5	3.3	14.5	24766.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WELLER ROAD	3	106.0	3.95	3.96	-.01	4.06	4.01	+.05	4.06	4.33	-.27	3.96	3.98	-.02
	5	108.0	5.73	5.93	-.20	5.67	5.92	-.25	5.59	6.07	-.48	5.80	6.10	-.30
WEST ROCKVILLE	3	106.0	3.81	3.94	-.13	3.87	4.01	-.14	3.92	4.33	-.41	3.58	3.97	-.39
	5	104.0	5.38	5.61	-.23	5.18	5.62	-.44	5.46	5.76	-.30	5.42	5.80	-.38
WESTBROOK	3	117.0	4.79	4.66	+.13	4.99	4.74	+.25	5.22	5.01	+.21	4.58	4.58	+.00
	5	117.0	7.00	6.76	+.24	6.86	6.68	+.18	7.14	6.78	+.36	7.12	6.80	+.32
WESTOVER	3	114.0	4.68	4.49	+.19	4.80	4.53	+.27	5.36	4.81	+.55	4.61	4.44	+.17
	5	110.0	6.36	6.32	+.04	6.44	6.20	+.24	6.65	6.37	+.28	6.29	6.38	-.09
WHEATON WOODS	3	104.0	3.87	3.83	+.04	3.84	3.88	-.04	3.92	4.21	-.29	3.72	3.87	-.15
	5	105.0	5.53	5.69	-.16	5.44	5.70	-.26	5.85	5.84	+.01	5.77	5.88	-.11
WHETSTONE	3	106.0	3.99	4.06	-.07	4.13	4.08	+.05	4.55	4.38	+.17	4.20	4.02	+.18
	5	108.0	5.98	6.17	-.19	6.01	6.10	-.09	6.13	6.13	+.00	6.11	6.17	-.06
WHITTIER WOODS	3	113.0	4.32	4.53	-.21	4.28	4.51	-.23	4.79	4.77	+.02	4.13	4.45	-.32
	5	114.0	7.12	6.89	+.23	6.69	6.65	+.04	7.02	6.80	+.22	6.92	6.80	+.12
WILLIAM TYLER PAGE	3	111.0	4.25	4.27	-.02	4.15	4.33	-.18	4.50	4.62	-.12	3.90	4.26	-.36
	5	105.0	5.68	5.85	-.17	5.50	5.78	-.28	5.76	5.95	-.19	5.56	5.98	-.42
WOOD ACRES	3	116.0	4.57	4.67	-.10	4.60	4.69	-.09	5.02	4.95	+.07	4.52	4.58	-.06
	5	115.0	6.60	6.83	-.23	6.58	6.65	-.07	6.74	6.77	-.03	6.58	6.78	-.20
WOODFIELD	3	117.0	4.49	4.54	-.05	4.76	4.69	+.07	5.33	4.98	+.35	4.56	4.51	+.05
	5	107.0	5.67	5.73	-.06	5.96	5.78	+.18	5.99	5.93	+.06	5.97	5.96	+.01
WOODLEY GARDENS	3	111.0	4.11	4.31	-.20	4.10	4.37	-.27	4.43	4.66	-.23	4.06	4.26	-.20
	5	112.0	6.64	6.36	+.28	6.52	6.32	+.20	6.85	6.38	+.47	6.71	6.41	+.30
WOODLIN	3	102.0	4.03	3.74	+.29	3.94	3.76	+.18	4.35	4.09	+.26	3.91	3.78	+.13
	5	113.0	6.46	6.28	+.18	6.44	6.28	+.16	6.55	6.42	+.13	6.48	6.44	+.04
WOODSIDE	3	101.0	3.52	3.65	-.13	3.69	3.69	+.00	3.96	4.03	-.07	3.54	3.71	-.17
	5	99.0	5.32	5.26	+.06	5.27	5.28	-.01	5.65	5.41	+.24	4.98	5.46	-.48
WYNGATE	3	114.0	4.50	4.50	+.00	4.61	4.55	+.06	4.81	4.83	-.02	4.44	4.44	+.00
	5	115.0	6.98	6.66	+.32	6.86	6.56	+.30	7.15	[illegible]	+.48	6.82	6.68	+.14
SOUTHLAWN	5	100.0	5.13	5.26	-.13	5.06	5.30	-.24	5.18	5.45	-.27	5.25	5.50	-.25
	7	100.0	6.67	6.85	-.18	6.69	6.87	-.18	6.60	6.99	-.39	6.81	7.14	-.33
W L. FARQUHAR	7	104.0	7.32	7.36	-.04	7.31	7.32	-.01	7.41	7.43	-.02	7.52	7.60	-.08
ARGYLE	7	105.0	7.76	7.40	+.36	7.65	7.38	+.27	7.65	7.44	+.21	7.77	7.61	+.16
	9	107.0	9.32	9.27	+.05	8.96	9.03	-.07	8.94	9.06	-.12	9.12	9.27	-.15
CABIN JOHN JR HI	7	113.0	8.48	8.50	-.02	8.43	8.32	+.11	8.45	8.42	+.03	8.65	8.58	+.07
	9	114.0	10.32	10.54	-.22	10.11	10.03	+.08	10.07	10.15	-.08	10.13	10.28	-.15

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WELLER ROAD	3	106.0	3.95	3.93	+.02	4.06	4.00	+.06	4.06	4.32	-.26	3.96	3.96	+.00
	5	108.0	5.73	5.85	-.12	5.67	5.88	-.21	5.59	6.03	-.44	5.80	6.06	-.26
WEST ROCKVILLE	3	106.0	3.81	3.93	-.12	3.87	4.00	-.13	3.92	4.32	-.40	3.58	3.96	-.38
	5	104.0	5.38	5.51	-.13	5.18	5.56	-.38	5.46	5.72	-.26	5.42	5.76	-.34
WESTBROOK	3	117.0	4.79	4.63	+.16	4.99	4.73	+.26	5.22	5.01	+.21	4.58	4.56	+.02
	5	117.0	7.00	6.63	+.37	6.86	6.61	+.25	7.14	6.71	+.43	7.12	6.72	+.40
WESTOVER	3	114.0	4.68	4.44	+.24	4.80	4.53	+.27	5.36	4.82	+.54	4.61	4.40	+.21
	5	110.0	6.36	6.03	+.33	6.44	6.04	+.40	6.65	6.18	+.47	6.29	6.20	+.09
WHEATON WOODS	3	104.0	3.87	3.80	+.07	3.84	3.87	-.03	3.92	4.20	-.28	3.72	3.85	-.13
	5	105.0	5.53	5.60	-.07	5.44	5.64	-.20	5.85	5.80	+.05	5.77	5.83	-.06
WHETSTONE	3	106.0	3.99	3.93	+.06	4.13	4.00	+.13	4.55	4.32	+.23	4.20	3.96	+.24
	5	108.0	5.98	5.85	+.13	6.01	5.88	+.13	6.13	6.03	+.10	6.11	6.06	+.05
WHITTIER WOODS	3	113.0	4.32	4.38	-.06	4.28	4.46	-.18	4.79	4.76	+.03	4.13	4.34	-.21
	5	114.0	7.12	6.37	+.75 *	6.69	6.37	+.32	7.02	6.48	+.54	6.92	6.50	+.42
WILLIAM TYLER PAGE	3	111.0	4.25	4.25	+.00	4.15	4.33	-.18	4.50	4.63	-.13	3.90	4.23	-.33
	5	105.0	5.68	5.60	+.08	5.50	5.64	-.14	5.76	5.80	-.04	5.56	5.83	-.27
WOOD ACRES	3	116.0	4.57	4.57	+.00	4.60	4.66	-.06	5.02	4.94	+.08	4.52	4.51	+.01
	5	115.0	6.60	6.46	+.14	6.58	6.45	+.13	6.74	6.56	+.18	6.58	6.58	+.00
WOODFIELD	3	117.0	4.49	4.63	-.14	4.76	4.73	+.03	5.33	5.01	+.32	4.56	4.56	+.00
	5	107.0	5.67	5.77	-.10	5.96	5.80	+.16	5.99	5.95	+.04	5.97	5.98	-.01
WOODLEY GARDENS	3	111.0	4.11	4.25	-.14	4.10	4.33	-.23	4.43	4.63	-.20	4.06	4.23	-.17
	5	112.0	6.64	6.20	+.44	6.52	6.21	+.31	6.85	6.33	+.52	6.71	6.35	+.36
WOODLIN	3	102.0	4.03	3.67	+.36	3.94	3.73	+.21	4.35	4.07	+.28	3.91	3.74	+.17
	5	113.0	6.46	6.28	+.18	6.44	6.29	+.15	6.55	6.41	+.14	6.48	6.43	+.05
WOODSIDE	3	101.0	3.52	3.61	-.09	3.69	3.67	+.02	3.96	4.01	-.05	3.54	3.69	-.15
	5	99.0	5.32	5.08	+.24	5.27	5.16	+.11	5.65	5.34	+.31	4.98	5.39	-.41
WYNGATE	3	114.0	4.50	4.45	+.06	4.61	4.53	+.08	4.81	4.82	-.01	4.44	4.40	+.04
	5	115.0	6.98	6.46	+.52	6.86	6.45	+.41	7.15	6.56	+.59	6.82	6.58	+.24
SOUTHLAWN	5	100.0	5.13	5.17	-.04	5.06	5.24	-.18	5.18	5.42	-.24	5.25	5.46	-.21
	7	100.0	6.67	6.82	-.15	6.69	6.86	-.17	6.60	6.95	-.35	6.81	7.15	-.34
W H FARQUHAR	7	104.0	7.32	7.25	+.07	7.31	7.26	+.05	7.41	7.31	+.10	7.52	7.52	+.00
ARGYLE	7	105.0	7.76	7.36	+.40	7.65	7.36	+.29	7.65	7.40	+.25	7.77	7.61	+.16
	9	107.0	9.32	9.16	+.16	8.96	9.02	-.06	8.94	9.00	-.06	9.12	9.25	-.13
CABIN JOHN JR HI	7	113.0	8.48	8.24	+.24	8.43	8.16	+.27	8.45	8.11	+.34	8.65	8.36	+.29
	9	114.0	10.32	9.96	+.36	10.11	9.85	+.26	10.07	9.69	+.38	10.13	10.02	+.11

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
COL E BROOKE LEE JR	7-9	926	16.2	95.0	54.0	3.0	8.9	17.2	43.9	2.8	12.8	17251.0
COL JOSEPH BELT JR	7-9	1195	16.6	93.7	69.0	3.0	10.5	24.3	44.4	4.8	12.5	14405.0
DAMASCUS SR JR	9-12	973	15.2	89.9	62.0	2.0	12.7	20.3	57.8	10.1	12.2	13094.0
EARLE B WOOD JR	7-9	1309	19.0	95.6	66.0	3.0	10.5	24.8	52.2	2.3	12.9	19892.0
EASTERN JR HIGH	7-9	912	16.0	94.0	54.0	3.0	12.4	23.5	47.4	5.1	12.7	14244.0
EDWIN W BROOME JR	7-9	905	16.7	94.0	51.0	3.0	8.8	26.8	37.0	4.2	12.5	13865.0
SCOTT KEY JR	7-9	1172	17.2	94.2	65.0	3.0	9.1	24.0	39.7	2.8	12.8	17468.0
GAITHERSBURG JR	7-9	1350	16.9	91.3	77.0	3.0	14.4	18.4	43.1	5.6	12.4	13041.0
HERBERT HOOVER JR	7-9	990	17.2	95.7	54.5	3.0	9.6	17.3	41.7	0.4	13.9	21542.0
JOHN T BAKER	7-8	585	13.7	94.5	41.0	2.0	11.4	21.5	48.8	8.7	12.2	13082.0
JULIUS WEST JR HI	7-9	1093	15.8	91.1	66.0	3.0	9.1	13.2	31.9	5.0	12.8	15339.0
KENSINGTON JR HIGH	7-9	814	16.0	94.0	29.0	2.0	12.0	26.0	47.1	3.3	13.4	18789.0
LELAND JR HIGH	7-9	749	17.0	94.9	42.0	2.0	11.5	15.1	40.9	3.9	13.7	20044.0
MONTGOMERY HILLS JR	7-9	895	14.5	93.1	58.5	3.0	11.3	21.6	42.3	4.2	12.7	14921.0
MONTGOMERY VLGE JR	7-9	1166	16.9	93.1	66.0	3.0	7.9	21.0	23.9	4.8	12.6	14715.0
NEWPORT JR HIGH	7-9	1048	17.5	95.0	57.0	3.0	9.6	22.3	38.3	6.2	12.5	14786.0
NORTH BETHESDA JR	7-9	1137	17.0	95.4	64.0	3.0	10.5	17.8	44.8	1.9	13.8	19953.0
PAINT BRANCH	9-12	1210	17.0	93.3	68.0	3.0	10.5	21.9	50.0	3.2	12.7	17546.0
PARKLAND JR HIGH	7-9	1282	16.4	94.9	76.0	2.0	8.3	16.3	37.2	3.2	12.7	17119.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(COL. LEE JR - PARKLAND JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
COL E BROOKE LEE JR	7	107.0	8.01	7.70	+.31	7.81	7.63	+.18	7.94	7.71	+.23	7.89	7.91	-.02
	9	110.0	9.84	9.69	+.15	9.52	9.45	+.07	9.61	9.46	+.15	9.70	9.69	+.01
COL JOSEPH BELT JR	7	106.0	7.26	7.51	-.25	7.28	7.48	-.20	7.27	7.52	-.25	7.73	7.73	+.00
	9	108.0	9.17	9.34	-.17	9.08	9.15	-.07	8.97	9.14	-.17	9.13	9.38	-.25
DAMASCUS SR JR	9	107.0	9.07	9.16	-.09	9.11	9.02	+.09	8.68	9.00	-.32	9.29	9.25	+.04
EARLE B WOOD JR	7	112.0	8.28	8.30	-.02	8.31	8.18	+.13	8.47	8.24	+.23	8.60	8.49	+.11
	9	115.0	10.28	10.31	-.03	10.14	10.10	+.04	10.18	10.04	+.14	10.34	10.31	+.03
EASTERN JR HIGH	7	106.0	7.72	7.49	+.23	7.63	7.47	+.16	7.60	7.51	+.09	7.69	7.70	-.01
	9	109.0	9.55	9.43	+.12	9.36	9.26	+.10	9.59	9.21	+.38	9.35	9.47	-.12
EDWIN W BROOME JR	7	106.0	7.48	7.49	-.01	7.49	7.47	+.02	7.29	7.50	-.21	7.36	7.71	-.35
	9	108.0	8.96	9.31	-.35	8.80	9.14	-.34	8.95	9.11	-.16	9.16	9.36	-.20
SCOTT KEY JR	7	106.0	8.03	7.61	+.42	8.00	7.54	+.46	7.82	7.65	+.17	8.06	7.84	+.22
	9	109.0	9.95	9.61	+.34	9.68	9.35	+.33	9.73	9.39	+.34	9.85	9.60	+.25
GAITHERSBURG JR	7	105.0	7.33	7.36	-.03	7.36	7.35	+.01	7.44	7.39	+.05	7.55	7.58	-.03
	9	107.0	9.28	9.16	+.12	9.14	9.00	+.14	8.99	8.98	+.01	9.12	9.23	-.11
HERBERT HOOVER JR	7	113.0	8.37	8.42	-.05	8.26	8.27	-.01	8.70	8.32	+.38	8.46	8.52	-.06
	9	116.0	10.32	10.53	-.21	10.15	10.20	-.05	10.38	10.17	+.21	10.26	10.40	-.14
JOHN T BAKER	7	107.0	7.48	7.58	-.10	7.42	7.56	-.14	7.33	7.57	-.24	7.78	7.80	-.02
JULIUS WEST JR HI	7	108.0	8.04	7.74	+.30	7.93	7.68	+.25	7.87	7.71	+.16	7.98	7.92	+.06
	9	110.0	9.48	9.58	-.10	9.30	9.40	-.10	9.18	9.36	-.18	9.48	9.61	-.13
KENSINGTON JR HIGH	7	108.0	8.51	7.83	+.68	8.22	7.74	+.48	8.24	7.82	+.42	7.99	7.99	+.00
	9	110.0	10.31	9.80	+.51	9.97	9.46	+.51	9.99	9.52	+.47	10.07	9.71	+.36
LELAND JR HIGH	7	114.0	8.78	8.48	+.30	8.56	8.34	+.22	8.71	8.35	+.36	8.63	8.57	+.06
	9	117.0	10.73	10.53	+.20	10.37	10.28	+.09	10.69	10.18	+.51	10.28	10.46	-.18
MONTGOMERY HILLS JR	7	106.0	7.57	7.52	+.05	7.49	7.48	+.01	7.35	7.54	-.19	7.68	7.73	-.05
	9	107.0	9.26	9.28	-.02	9.08	9.04	+.04	8.91	9.08	-.17	9.22	9.29	-.07
MONTGOMERY VLGE JR	7	107.0	7.90	7.62	+.28	7.91	7.58	+.33	7.84	7.62	+.22	8.09	7.83	+.26
	9	108.0	9.52	9.36	+.16	9.39	9.16	+.23	9.13	9.16	-.03	9.54	9.39	+.15
NEWPORT JR HIGH	7	105.0	7.28	7.42	-.14	7.24	7.39	-.15	7.35	7.46	-.11	7.55	7.65	-.10
	9	108.0	9.34	9.36	-.02	9.20	9.17	+.03	9.06	9.16	-.10	9.32	9.40	-.08
NORTH BETHESDA JR	7	114.0	8.49	8.47	+.02	8.33	8.33	+.00	8.57	8.33	+.24	8.71	8.55	+.16
	9	118.0	10.51	10.62	-.11	10.21	10.39	-.18	10.25	10.26	-.01	10.39	10.55	-.16
PAINT BRANCH	9	108.0	9.49	9.52	-.03	9.21	9.24	-.03	9.22	9.31	-.09	9.08	9.50	-.42
PARKLAND JR HIGH	7	108.0	7.78	7.80	-.02	7.67	7.73	-.06	7.71	7.80	-.09	7.92	8.02	-.10
	9	107.0	9.27	9.40	-.13	9.22	9.11	+.11	9.11	9.20	-.09	9.16	9.38	-.22

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(COL. LEE JR - PARKLAND JR)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
COL E BROOKE LEE JR	7	107.0	8.01	7.58	+.43	7.81	7.56	+.25	7.94	7.57	+.37	7.89	7.80	+.09
	9	110.0	9.84	9.51	+.33	9.52	9.38	+.14	9.61	9.30	+.31	9.70	9.58	+.12
COL JOSEPH BELT JR	7	106.6	7.26	7.47	-.21	7.28	7.46	-.18	7.27	7.49	-.22	7.73	7.71	+.02
	9	108.0	9.17	9.28	-.11	9.08	9.14	-.06	8.97	9.10	-.13	9.13	9.36	-.23
DAMASCUS SR JR	9	107.0	9.07	9.16	-.09	9.11	9.02	+.09	8.68	9.00	-.32	9.29	9.25	+.04
EARLE B WOOD JR	7	112.0	8.28	8.13	+.15	8.31	8.06	+.25	8.47	8.02	+.45	8.60	8.27	+.33
	9	115.0	10.28	10.08	+.20	10.14	9.97	+.17	10.18	9.79	+.39	10.34	10.12	+.22
EASTERN JR HIGH	7	106.0	7.72	7.47	+.25	7.63	7.46	+.17	7.60	7.49	+.11	7.69	7.71	-.02
	9	109.0	9.55	9.39	+.16	9.36	9.26	+.10	9.59	9.20	+.39	9.35	9.47	-.12
EDWIN W BROOME JR	7	106.0	7.48	7.47	+.01	7.49	7.46	+.03	7.29	7.49	-.20	7.36	7.71	-.35
	9	108.0	8.96	9.28	-.32	8.80	9.14	-.34	8.95	9.10	-.15	9.16	9.36	-.20
SCOTT KEY JR	7	106.0	8.03	7.47	+.56	8.00	7.46	+.54	7.82	7.49	+.33	8.06	7.71	+.35
	9	109.0	9.95	9.39	+.56	9.68	9.26	+.42	9.73	9.20	+.53	9.85	9.47	+.38
GAITHERSBURG JR	7	105.0	7.33	7.36	-.03	7.36	7.36	+.00	7.44	7.40	+.04	7.55	7.61	-.06
	9	107.0	9.28	9.16	+.12	9.14	9.02	+.12	8.99	9.00	-.01	9.12	9.25	-.13
HERBERT HOOVER JR	7	113.0	8.37	8.24	+.13	8.26	8.16	+.10	8.70	8.11	+.59	8.46	8.36	+.10
	9	116.0	10.32	10.19	+.13	10.15	10.08	+.07	10.38	9.89	+.49	10.26	10.23	+.03
JOHN T BAKER	7	107.0	7.48	7.58	-.10	7.42	7.56	-.14	7.33	7.57	-.24	7.78	7.80	-.02
JULIUS WEST JR HI	7	108.0	8.04	7.69	+.35	7.93	7.66	+.27	7.87	7.66	+.21	7.98	7.89	+.09
	9	110.0	9.48	9.51	-.03	9.30	9.38	-.08	9.18	9.30	-.12	9.48	9.58	-.10
KENSINGTON JR HIGH	7	108.0	8.51	7.69	+.82 *	8.22	7.66	+.56	8.24	7.66	+.58	7.99	7.89	+.10
	9	110.0	10.31	9.51	+.80	9.97	9.38	+.59	9.99	9.30	+.69	10.07	9.58	+.49
LELAND JR HIGH	7	114.0	8.78	8.35	+.43	8.56	8.26	+.30	8.71	8.19	+.52	8.63	8.45	+.18
	9	117.0	10.73	10.31	+.42	10.37	10.20	+.17	10.69	9.99	+.70	10.28	10.34	-.06
MONTGOMERY HILLS JR	7	106.0	7.57	7.47	+.10	7.49	7.46	+.03	7.35	7.49	-.14	7.68	7.71	-.03
	9	107.0	9.26	9.16	+.10	9.08	9.02	+.06	8.91	9.00	-.09	9.22	9.25	-.03
MONTGOMERY VLGE JR	7	107.0	7.90	7.58	+.32	7.91	7.56	+.35	7.84	7.57	+.27	8.09	7.80	+.29
	9	108.0	9.52	9.28	+.24	9.39	9.14	+.25	9.13	9.10	+.03	9.54	9.36	+.18
NEWPORT JR HIGH	7	105.0	7.28	7.36	-.08	7.24	7.36	-.12	7.35	7.40	-.05	7.55	7.61	-.06
	9	108.0	9.34	9.28	+.06	9.20	9.14	+.06	9.06	9.10	-.04	9.32	9.36	-.04
NORTH BETHESDA JR	7	114.0	8.49	8.35	+.14	8.33	8.26	+.07	8.57	8.19	+.38	8.71	8.45	+.26
	9	118.0	10.51	10.42	+.09	10.21	10.32	-.11	10.25	10.09	+.16	10.39	10.45	-.06
PAINT BRANCH	9	108.0	9.49	9.28	+.21	9.21	9.14	+.07	9.22	9.10	+.12	9.08	9.36	-.28
PARKLAND JR HIGH	7	108.0	7.78	7.69	+.09	7.67	7.66	+.01	7.71	7.66	+.05	7.92	7.89	+.03
	9	107.0	9.27	9.16	+.11	9.22	9.02	+.20	9.11	9.00	+.11	9.16	9.25	-.09

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
POOLESVILLE SR JR	PRE K, 7-12	646	14.1	91.3	43.7	2.0	13.2	19.0	42.1	10.9	12.0	10812.0
RANDOLPH JR HIGH	7-9	784	14.8	93.2	51.0	2.0	7.3	19.9	26.4	3.3	12.5	13590.0
REDLAND	7-9	934	15.3	94.4	59.0	2.0	7.2	17.7	36.9	4.4	12.7	16127.0
ROBERT FROST	7-9	1148	17.7	95.6	62.0	3.0	7.9	17.0	40.0	2.0	13.4	21033.0
ROCKVILLE HIGH	9-12	1301	16.1	90.6	78.0	3.0	12.6	19.0	56.8	5.5	12.5	15201.0
SHERWOOD SR JR	PRE K, 9-12	1180	16.8	88.6	66.3	2.0	10.6	10.5	38.8	7.4	12.8	16275.0
SLIGO JR HIGH	7-9	1141	16.3	95.5	67.0	3.0	10.5	21.8	40.7	3.1	12.6	16613.0
TAKOMA PARK JR HI	7-9	851	14.2	89.9	57.0	3.0	8.3	19.5	33.3	7.4	12.5	11471.0
THOMAS S WOOTTON JR	9-12	1357	16.9	92.7	77.5	3.0	10.5	14.7	43.5	2.4	13.5	21072.0
THOMAS W PYLE JR	7-9	1220	17.9	96.2	65.0	3.0	9.3	29.8	33.8	2.7	14.6	24811.0
TILDEN JR	7-9	736	17.3	95.6	40.5	2.0	10.1	23.5	43.5	0.6	13.1	17591.0
WESTERN JR HIGH	7-9	875	15.3	95.4	54.0	3.0	11.8	24.0	43.9	2.3	14.0	21551.0
WHITE OAK JR HIGH	7-9	1337	16.9	95.7	76.0	3.0	11.1	26.5	41.8	1.2	12.9	20103.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
POOLESVILLE SR JR	7	102.0	6.68	6.99	-.31	7.10	7.03	+.07	6.95	7.07	-.12	7.12	7.25	-.13
	9	98.0	8.30	8.18	+.12	8.02	7.93	+.09	7.51	8.10	-.59	8.01	8.24	-.23
RANDOLPH JR HIGH	7	107.0	7.58	7.58	+.00	7.51	7.56	-.05	7.60	7.57	+.03	7.58	7.78	-.20
	9	108.0	8.93	9.29	-.36	8.70	9.13	-.43	8.50	9.10	-.60	8.99	9.35	-.36
REDLAND	7	107.0	7.76	7.66	+.10	7.57	7.61	-.04	7.69	7.67	+.02	7.94	7.87	+.07
	9	110.0	9.42	9.63	-.21	9.36	9.42	-.06	9.12	9.40	-.28	9.40	9.65	-.25
ROBERT FROST	7	111.0	8.29	8.21	+.08	8.30	8.08	+.22	8.06	8.17	-.11	8.40	8.37	+.03
	9	115.0	10.16	10.39	-.23	10.02	10.10	-.08	9.96	10.08	-.12	10.08	10.31	-.23
ROCKVILLE HIGH	9	107.0	9.25	9.29	-.04	9.23	9.07	+.16	8.89	9.10	-.21	9.62	9.32	+.30
SHERWOOD SR JR	9	105.0	9.44	9.17	+.27	9.21	8.85	+.36	8.89	8.98	-.09	8.80	9.13	-.33
SLIGO JR HIGH	7	106.0	7.71	7.58	+.13	7.60	7.53	+.07	7.67	7.62	+.05	7.97	7.81	+.16
	9	108.0	9.32	9.46	-.14	9.20	9.21	-.01	9.19	9.26	-.07	9.47	9.47	+.00
TAKOMA PARK JR HI	7	102.0	6.92	6.99	-.07	6.94	7.02	-.08	6.83	7.06	-.23	7.15	7.22	-.07
	9	103.0	8.62	8.70	-.08	8.41	8.49	-.08	8.49	8.54	-.05	8.66	8.75	-.09
THOMAS S WOOTTON JR	9	116.0	10.26	10.49	-.23	10.10	10.22	-.12	9.88	10.17	-.29	10.21	10.42	-.21
THOMAS W PYLE JR	7	114.0	8.70	8.60	+.10	8.50	8.41	+.09	8.68	8.50	+.18	8.75	8.67	+.08
	9	117.0	10.73	10.83	-.10	10.25	10.37	-.12	10.48	10.41	+.07	10.58	10.59	-.01
TILDEN JR	7	113.0	8.66	8.32	+.34	8.43	8.21	+.22	8.72	8.20	+.52	8.76	8.45	+.31
	9	116.0	10.58	10.28	+.30	10.34	10.13	+.21	10.38	9.98	+.40	10.41	10.30	+.11
WESTERN JR HIGH	7	112.0	8.77	8.31	+.46	8.63	8.17	+.46	8.61	8.23	+.38	8.55	8.42	+.13
	9	116.0	10.54	10.53	+.01	10.29	10.20	+.09	10.38	10.17	+.21	10.27	10.40	-.13
WHITE OAK JR HIGH	7	109.0	8.19	8.00	+.19	8.08	7.89	+.19	8.07	8.00	+.07	8.26	8.22	+.04
	9	112.0	10.09	10.05	+.04	9.87	9.76	+.11	9.72	9.80	-.08	9.88	10.00	-.12

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER ENCE
POOLESVILLE SR JR	7	102.0	6.68	7.04	-.36	7.10	7.06	+.04	6.95	7.13	-.18	7.12	7.34	-.22
	9	98.0	8.30	8.13	+.17	8.02	7.96	+.06	7.51	8.11	-.60	8.01	8.28	-.27
RANDOLPH JR HIGH	7	107.0	7.58	7.58	+.00	7.51	7.56	-.05	7.60	7.57	+.03	7.58	7.80	-.22
	9	108.0	8.93	9.28	-.35	8.70	9.14	-.44	8.50	9.10	-.60	8.99	9.36	-.37
REDLAND	7	107.0	7.76	7.58	+.18	7.57	7.56	+.01	7.69	7.57	+.12	7.94	7.80	+.14
	9	110.0	9.42	9.51	-.09	9.36	9.38	-.02	9.12	9.30	-.18	9.40	9.58	-.18
ROBERT FROST	7	111.0	8.29	8.02	+.27	8.30	7.96	+.34	8.06	7.93	+.13	8.40	8.17	+.23
	9	115.0	10.16	10.08	+.08	10.02	9.97	+.05	9.96	9.79	+.17	10.08	10.12	-.04
ROCKVILLE HIGH	9	107.0	9.25	9.16	+.09	9.23	9.02	+.21	8.89	9.00	-.11	9.62	9.25	+.37
SHERWOOD SR JR	9	105.0	9.44	8.94	+.50	9.21	8.79	+.42	8.89	8.80	+.09	8.80	9.04	-.24
SLIGO JR HIGH	7	106.0	7.71	7.47	+.24	7.60	7.46	+.14	7.67	7.49	+.18	7.97	7.71	+.26
	9	108.0	9.32	9.28	+.04	9.20	9.14	+.06	9.19	9.10	+.09	9.47	9.36	+.11
TAKOMA PARK JR HI	7	102.0	6.92	7.04	-.12	6.94	7.06	-.12	6.83	7.13	-.30	7.15	7.34	-.19
	9	103.0	8.62	8.71	-.09	8.41	8.55	-.14	8.49	8.61	-.12	8.66	8.82	-.16
THOMAS S WOOTTON JR	9	116.0	10.26	10.19	+.07	10.10	10.08	+.02	9.88	9.89	-.01	10.21	10.23	-.02
THOMAS W PYLE JR	7	114.0	8.70	8.35	+.35	8.50	8.26	+.24	8.68	8.19	+.49	8.75	8.45	+.30
	9	117.0	10.73	10.31	+.42	10.25	10.20	+.05	10.48	9.99	+.49	10.58	10.34	+.2
TILDEN JR	7	113.0	8.66	8.24	+.42	8.43	8.16	+.27	8.72	8.11	+.61	8.76	8.36	+.40
	9	116.0	10.58	10.19	+.39	10.34	10.08	+.26	10.38	9.89	+.49	10.41	10.23	+.18
WESTERN JR HIGH	7	112.0	8.77	8.13	+.64	8.63	8.06	+.57	8.61	8.02	+.59	8.55	8.27	+.2
	9	116.0	10.54	10.19	+.35	10.29	10.08	+.21	10.38	9.89	+.49	10.27	10.23	+.0
WHITE OAK JR HIGH	7	109.0	8.19	7.80	+.39	8.08	7.76	+.32	8.07	7.75	+.32	8.26	7.99	+.2
	9	112.0	10.09	9.74	+.35	9.87	9.61	+.26	9.72	9.49	+.23	9.88	9.80	+.0

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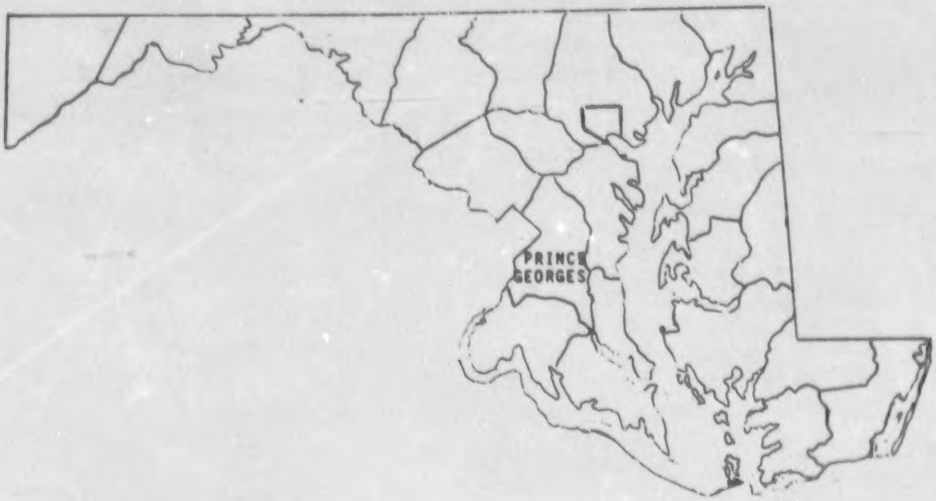
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.17 PRINCE GEORGES COUNTY

School System Goals and Objectives



A. Goal Setting Activities. The past year three committees composed of subject area specialists and supervisors, administrators, and teachers were involved in developing goals for each of the areas of reading, writing, and mathematics. They used the State goals as their framework. The school system goals were then submitted to the Accountability Steering Committee, which is the group charged with planning and coordinating the accountability program for the school system. Upon their recommendation the goals were submitted to the Superintendent and the Board of Education for their approval.

These goals were then submitted to the Maryland State Department of Education where, after a few minor changes, they were accepted.

B. Prince George's County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Prince George's County has developed the following Local System Goals:

In Reading, each student should be able to:

1.A. Locate sources of information and use references in both print and non-print materials to accomplish one's purposes.

1.B. Demonstrate the ability to use a variety of print and non-print materials.

2.A. Demonstrate the ability to apply a system for recognizing unfamiliar words and derive meaning from the context. This system would include picture clues, context clues, phonic and structural analysis skills, and/or authority clues.

2.B. Recognize words one already knows and identify new words with speed and comprehension.

3.A. Comprehend various reading materials at the literal, interpretive, and creative levels.

3.B. Develop a background of basic concepts and information to be used in comprehending various reading materials.

4.A. Follow verbal as well as printed directions.

4.B. Locate information.

4.C. Understand the intent of various kinds of forms.

4.D. Acquire a vocabulary essential to one's survival.

4.E. Attain personal development.

5. Demonstrate an increasing desire to select reading materials appropriate to needs and interests for recreational and leisure reading.

In Writing, students should be able to:

1.A. Express themselves, using conventional standards of language and punctuation.

1.B. Write to inform other persons and use appropriate standards of language and punctuation.

2.A. Use writing for social reasons and use appropriate language and punctuation.

2.B. Use writing for vocational reasons and use appropriate language and punctuation.

3.A. Write to meet social and personal needs.

3.B. Evidence appreciation of the need for personal and social writing.

In Mathematics, upon completion of the program Prince George's County students should be able to:

1.A. Recall and/or recognize mathematical definitions and facts relating to arithmetic, geometry, and measurement.

1.B. Recognize and use mathematical symbols correctly.

2.A. Show mastery of basic operations of arithmetic with respect to the positive rational numbers.

2.B. Solve simple equations and inequalities.

2.C. Find measurement of length, area, volume, and weight, both in English and metric units.

2.D. Use measuring, computational, and graphic devices.

2.E. Demonstrate the ability to interpret graphs and charts.

3.A. Understand the concept of whole number and fraction.

3.B. Understand the processes of addition, multiplication, subtraction, and division.

3.C. Understand the concept of measurement.

3.D. Translate a verbal statement to a mathematical symbolic equivalent.

4.A. Solve a mathematics problem, by using mathematical symbols and then find a solution.

4.B. Use mathematics in the solution of problems involving science applications.

4.C. Follow a logical sequence of steps to solve the stated problems.

5.A. Use computations needed to develop into a prudent money manager.

5.B. Demonstrate the ability to use mathematical reasoning and processes to solve problems relating to personal, consumer, and societal needs.

5.C. Recognize mathematical patterns and relationships.

6.A. Relate mathematics to other areas such as science, art, music, sports, and architecture.

6.B. Participate in the learning of mathematics beyond that which is required.

C. Objective Setting Activities. The system-wide goals mentioned above became the framework for schools to use in establishing their local school objectives.

The Accountability Steering Committee developed a plan and procedures for the development of local school objectives. As an aid to schools it was decided to develop an illustrative list of typical school objectives which were consistent with the county goals and met the State criteria for school objectives. A ten-teacher task force in each of the three subject areas participated in a four-day workshop under the leadership of instructional supervisors and specialists to develop the illustrative lists.

A workshop was held for principals in each of the three administrative areas to orient them to the process of developing objectives for their school and explaining their leadership role and ways of involving their total staffs and community. Each principal was to select three teachers as chairpersons of the school's objective writing teams.

On a county-wide inservice day, the chairperson for each team in each school attended a meeting for his particular subject area. At these half-day meetings the supervisors presented the illustrative lists of school objectives and held workshop sessions with the teachers giving them guidance and assistance in developing school objectives and explaining to them the criteria to be met. In the afternoon of this day each school faculty met under the leadership of the principal and the chairpersons of the three objective writing teams. The total staff became oriented to this task and planned jointly for the manner in which they would develop their school's objectives for submission by April 1st.

Listed below are what might be typical objectives for an elementary, junior high, and senior high school in our county. These are taken from our Illustrative List in Reading, Writing, and Mathematics.

Elementary School

1. By the end of grade 3, the average student, given a reading selection at his instructional level in which several words are underlined, will choose from a list of alternatives a synonym and/or antonym for each word, to be measured by teacher constructed tests.

2. By the end of grade 3, the average student, by being given the need to write a thank-you letter, will write at least a two-sentence letter expressing his gratitude, using correct letter form and appropriate language and punctuation, to be measured by teacher observation.

3. By the end of grade 3, the average student will be able to use whole numbers and fractional numbers in problem solving, as measured by teacher constructed tests and independent activities.

4. By the end of grade 6, the average student, given a list of words needed to complete classroom assignments and tests, will read the words and describe their meaning, as measured by teacher observation or criterion reference tests.

5. By the end of grade 6, the average student will write sequential directions for reaching a given destination from a teacher supplied map which shows beginning and ending point, as measured by teacher observation.

6. By the end of grade 6, the average student will demonstrate the ability to answer factual questions using bar, line, picture, and circle graphs and charts, as measured by teacher constructed tests.

Junior High School

1. By the end of grade 9, the average student, given a set of phrases containing key words and several definitions which correspond with each word, will select the most appropriate definition for each word, as measured by teacher constructed tests or informal inventories.

2. By the end of grade 9, the average student will write a detailed resume of previous work experiences with emphasis placed on organization, word choice, chronology, sentence structure, and punctuation, as measured by teacher observation and rating of written work.

3. By the end of grade 9, the average student, given the measurements, will calculate the perimeter/circumference and areas of circles, triangles, and quadrilaterals, as measured by published tests or teacher constructed tests.

Senior High School

1. By the end of grade 12, the average student, given a contract or lease agreement and a set of questions requiring interpretation of the contract or lease agreement, will answer the questions accurately, as measured by teacher constructed tests or informal inventories.

2. By the end of grade 12, the average student, given two teacher-prepared paragraphs, will differentiate between the two, selecting the more effective and better written one, and re-writing the poorer one to reflect the effective communication in better model, as measured by teacher observation.

3. By the end of grade 12, the average student will identify the required quantities in a stated problem, write algebraic representations of those quantities, assemble a correct equation relating the quantities, solve the equation, and determine the values of the required quantities, as measured by teacher constructed tests.

D. Results of the Accountability Assessment Program. Using the statistical method of multiple regression to analyze the results of tests administered in all Maryland public schools, in effect equalizing schools with respect to factors over which schools have little or no control, provides the basis for identifying exemplary schools. Schools which the data indicate have exceptionally effective instructional programs can serve as models for those schools in which the instructional program appears to be weak. Being able to assess the contribution that the school itself is making to pupils' educational development, as indicated by differences between observed and expected scores, should be of considerably greater value than national norms for making decisions about where efforts should be directed to improve instruction.

With regard to Prince George's County's results, there would appear to be an inconsistency in this system's average school score on the seventh grade Cognitive Abilities Test, Nonverbal. This score in Standard Age Score units (SAS) is 103.4. A comparison of Prince George's County's and total Maryland's average school scores on the Cognitive Abilities Test, Reading Comprehension, and Mathematics Total tests at the four grade levels highlights the inconsistency.

	SAS		Reading Comprehension		Mathematics	
Grade	P.G.	Md.	P.G.	Md.	P.G.	Md.
3	98.7	99.6	3.58	3.57	3.61	3.61
5	99.1	100.8	5.34	5.31	5.45	5.53
7	103.4	101.1	6.94	6.93	7.30	7.23
9	101.2	102.2	8.14	8.42	8.68	8.72

The P.G. seventh grade average school SAS relative to the total Maryland seventh grade average school SAS is "out of line" by about three SAS points. The result is that a disproportionate number of schools have expected scores higher than observed scores at the seventh grade. Whether the apparent three point discrepancy is due to systematic rather than random error is to be determined.

E. Progress Toward System and/or School Goals Not Covered by State Assessment Instruments. The administration of the State-wide testing program consisting of eight subtests of the Iowa Tests of Basic Skills and the Cognitive Abilities Test, Nonverbal, at four grade levels is a substantial expenditure of teacher and pupil time and financial resources, which limits the system's capacity for measuring educational objectives beyond those measured by the Maryland Accountability Assessment Program. The Prince George's County School System has in operation, however, a number of programs for assessing and improving instruction. The major ones are as follows:

- The elementary school evaluation program. A comprehensive evaluation instrument has been developed covering facets of the elementary school from the instructional program to the maintenance of the building. This instrument is used to evaluate an average of ten schools each year.
- The senior high school evaluation program. Each senior high school is evaluated by the Middle States Association Accrediation Program, and periodic progress reports are submitted.
- The Right-To-Read Program. Group diagnostic instruments and a developmental reading test are used to diagnose pupils' deficiencies in reading skills and to prescribe appropriate instruction.

Diagnostic-prescriptive instruments in mathematics and music are being used in a selected number of schools to assess instructional need and to assist pupils in mastering skills in these disciplines.

Tests measuring map reading, reading graphs and tables, and use of reference materials are administered at the beginning of the school year in grades 5 and 7 throughout the system to diagnose skill deficiencies in these areas and to prescribe appropriate instructional activities.

Specific and continuing educational objectives in all curriculum areas have been developed as part of the Educational Master Plan and submitted for approval to the Board of Education. After the Plan has been approved, the objectives will constitute the framework in which curricula will be developed and modified as necessary, and instructional programs implemented and evaluated.

F. Program Modification Activities. A number of program modification activities are under way with plans for further modification under development. Some of these include:

- A revision of our K-12 social studies program, with implementation of the K-6 program this year and a study and review of the junior high program this year with plans for modification next year.
- Increased emphasis is being given to the teaching of basic educational skills in all disciplines.
- Career education offerings have been expanded with particular attention being given in the area of work experience.
- A pre-vocational program is under development for the junior high schools.
- A study of junior high and middle school programs has resulted in a proposal to set up pilot middle schools.
- Right-To-Read (Comprehensive Reading) Program has been expanded into the secondary school program, according to schedule.
- Expansion of the concurrent enrollment program for seniors with the community college is being explored to include after-school courses at the local high school.
- Increased emphasis in the area of art in the elementary school is under way.
- Expansion of the physical education program K-6 is being implemented.
- The foreign language program has been supplemented to include an awareness and exploration of career opportunities involving the use of foreign languages.

- Kindergarten program has been supplemented to include some basic perceptual-motor and language development skills.

G. Unmet needs for resources to permit improvement of programs and services:

1. Funds for alternative school programs.
2. Funds for inservice and staff development.
3. Funds for School of the Performing Arts.
4. Funds to computer assisted programs.
5. Funds for additional ESOL programs.

PRINCE GEORGE'S COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
660,564	$12,450	11.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.6	12.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER,1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
154,496	$11,823	$22,138	9.1	19.7

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
24.1	19.8	92.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,000.08	$757.72	75.8	$25.08

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.5	$6.30	0.6

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*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	12165	94.48	159	98.7	16.15	3.51	1.16
	5	12949	95.45	159	99.1	16.67	5.21	1.58
	7	13205	91.31	41	103.4	17.33	6.87	1.96
	9	12343	87.09	41	101.2	17.29	8.51	2.08
(2) READING COMPREHENSION	3	12165	95.17	159	98.7	16.15	3.55	1.27
	5	12949	95.64	159	99.1	16.67	5.34	1.56
	7	13205	91.48	41	103.4	17.33	6.94	1.90
	9	12343	90.42	41	101.2	17.29	8.14	2.16
(3) SPELLING	3	12165	94.29	159	98.7	16.15	4.02	1.44
	5	12949	95.42	159	99.1	16.67	5.41	1.78
	7	13205	91.14	41	103.4	17.33	6.88	2.16
	9	12343	87.01	41	101.2	17.29	8.39	2.37
(4) CAPITALIZATION	3	12165	94.33	159	98.7	16.15	3.67	1.31
	5	12949	95.46	159	99.1	16.67	5.11	1.64
	7	13205	90.61	41	103.4	17.33	6.80	2.08
	9	12343	86.28	41	101.2	17.29	8.34	2.37
(5) PUNCTUATION	3	12165	93.88	159	98.7	16.15	3.77	1.42
	5	12949	95.34	159	99.1	16.67	5.19	1.64
	7	13205	90.12	41	103.4	17.33	6.67	2.08
	9	12343	85.64	41	101.2	17.29	8.15	2.36

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	12165	94.50	159	98.7	16.15	3.85	1.34
	5	12949	95.41	159	99.1	16.67	5.55	1.66
	7	13205	90.31	41	103.4	17.33	7.26	2.02
	9	12343	86.31	41	101.2	17.29	8.53	2.27
(7) LANGUAGE TOTAL	3	12165	91.90	159	98.7	16.15	3.86	1.20
	5	12949	94.07	159	99.1	16.67	5.34	1.46
	7	13205	85.01	41	103.4	17.33	6.97	1.82
	9	12343	77.30	41	101.2	17.29	8.46	2.03
(8) MATHEMATICAL CONCEPTS	3	12165	94.80	159	98.7	16.15	3.60	1.01
	5	12949	95.41	159	99.1	16.67	5.53	1.45
	7	13205	92.76	41	103.4	17.33	7.31	1.80
	9	12343	88.90	41	101.2	17.29	8.81	1.99
(9) MATHEMATICAL PROBLEMS	3	12165	94.48	159	98.7	16.15	3.56	1.07
	5	12949	95.34	159	99.1	16.67	5.32	1.34
	7	13205	92.06	41	103.4	17.33	7.20	1.75
	9	12343	87.45	41	101.2	17.29	8.43	2.00
(10) MATHEMATICAL TOTAL	3	12165	94.01	159	98.7	16.15	3.61	.98
	5	12949	95.06	159	99.1	16.67	5.45	1.30
	7	13205	89.59	41	103.4	17.33	7.30	1.67
	9	12343	84.81	41	101.2	17.29	8.68	1.90

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ACCOKEEK	K-6	365	20.3	93.6	17.0	1.0	11.0	11.0	13.9	10.8	12.1	11799.0
ADELPHI	K-6	620	22.3	96.8	25.8	2.0	7.9	19.5	18.0	7.9	12.6	12685.0
AGER ROAD	K-6	480	20.0	94.6	23.0	1.0	10.6	37.0	14.6	4.5	12.2	11123.0
ALLENWOOD	K-6	339	20.7	97.7	15.4	1.0	8.3	31.0	36.6	3.5	12.6	16483.0
ANDREWS AIR FORCE BASE	K-6	469	22.0	96.1	20.3	1.0	6.7	16.0	25.8	2.3	12.4	9969.0
APPLE GROVE	K-6	552	20.5	96.9	24.9	2.0	9.6	26.0	9.3	4.5	12.6	13646.0
ARDMORE	K-6	583	22.0	95.4	24.5	2.0	7.1	14.8	15.1	5.4	12.4	13426.0
ARROWHEAD	K-6	587	22.4	95.9	25.2	1.0	9.7	18.0	31.3	7.5	12.4	14064.0
AVALON	K-6	520	21.6	94.6	23.1	1.0	8.6	23.0	6.6	4.9	12.5	14402.0
BADEN	3-6	483	20.5	96.6	22.5	1.0	11.1	23.0	26.5	12.5	11.2	9548.0
BARNABY MANOR	K-6	490	20.9	95.9	22.5	1.0	7.5	18.0	42.5	2.6	12.6	12987.0
BEACON HEIGHTS	K-6	460	21.4	94.5	20.5	1.0	9.8	31.0	18.6	3.8	12.3	11883.0
BEAVER HEIGHTS	K-6	424	18.7	95.1	21.7	1.0	8.5	47.0	24.2	8.9	12.2	11496.0
BELTSVILLE	K-6	687	20.6	96.2	30.8	2.5	13.9	27.5	19.5	1.8	12.4	13624.0
BERKSHIRE	K-6	570	21.6	94.5	24.4	2.0	10.0	15.0	24.8	3.4	12.4	10806.0
BERWYN HEIGHTS	K-6	491	21.1	95.5	22.3	1.0	12.6	32.0	22.7	5.4	12.4	13735.0
BLADENSBURG	K-6	633	19.7	95.5	30.2	2.0	8.3	16.0	27.0	11.9	12.3	11017.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ACCOKEEK	3	96.9	3.90	3.39	+.51	3.90	3.42	+.48	4.10	3.78	+.32	3.90	3.48	+.42
	5	102.6	5.50	5.39	+.11	5.90	5.46	+.44	5.40	5.60	-.20	5.70	5.64	+.06
ADELPHI	3	95.3	3.60	3.32	+.28	3.40	3.34	+.06	3.60	3.70	-.10	3.50	3.41	+.09
	5	100.4	4.90	5.31	-.41	5.00	5.36	-.36	5.10	5.47	-.37	5.30	5.52	-.22
AGER ROAD	3	101.1	3.40	3.62	-.22	3.50	3.69	-.19	3.90	4.03	-.13	3.60	3.69	-.09
	5	98.7	5.00	5.12	-.12	5.20	5.19	+.01	5.30	5.32	-.02	5.60	5.37	+.23
ALLENWOOD	3	109.4	4.00	4.16	-.16	4.00	4.22	-.22	4.10	4.53	-.43	4.20	4.16	+.04
	5	109.2	6.10	5.96	+.14	6.00	5.95	+.05	5.70	6.10	-.40	6.30	6.13	+.17
ANDREWS AIR FORCE BASE	3	97.8	3.60	3.44	+.16	3.50	3.49	+.01	4.00	3.85	+.15	3.70	3.52	+.18
	5	98.1	5.60	5.05	+.55	5.20	5.15	+.05	5.40	5.24	+.16	5.50	5.30	+.20
APPLE GROVE	3	104.3	4.20	3.84	+.36	4.20	3.90	+.30	4.40	4.23	+.17	4.10	3.88	+.22
	5	104.5	5.90	5.61	+.29	6.00	5.65	+.35	5.80	5.77	+.03	6.00	5.81	+.19
ARDMORE	3	102.0	3.60	3.70	-.10	3.50	3.75	-.25	4.10	4.09	+.01	3.50	3.76	-.26
	5	97.6	5.30	5.15	+.15	5.30	5.17	+.13	5.40	5.30	+.10	5.20	5.35	-.15
ARROWHEAD	3	100.0	3.60	3.59	+.01	3.50	3.63	-.13	3.90	3.97	-.07	3.60	3.66	-.06
	5	101.9	5.30	5.45	-.15	5.50	5.47	+.03	5.40	5.61	-.21	5.50	5.65	-.15
AVALON	3	98.6	3.40	3.52	-.12	3.50	3.54	-.04	3.80	3.89	-.09	3.60	3.59	+.01
	5	102.9	5.10	5.53	-.43	5.10	5.55	-.45	5.10	5.69	-.59	5.40	5.73	-.33
BADEN	3	92.1	3.20	3.06	+.14	3.30	3.09	+.21	3.60	3.47	+.13	3.20	3.21	-.01
	5	89.1	4.20	4.37	-.17	4.30	4.45	-.15	4.30	4.64	-.34	4.70	4.70	+.00
BARNABY MANOR	3	102.1	3.60	3.71	-.11	3.60	3.77	-.17	4.00	4.10	-.10	3.70	3.76	-.06
	5	98.9	5.40	5.22	+.18	5.30	5.26	+.04	5.30	5.38	-.08	5.30	5.43	-.13
BEACON HEIGHTS	3	95.2	3.00	3.30	-.30	2.80	3.32	-.52	3.50	3.68	-.18	3.30	3.[illegible]	-.10
	5	98.4	4.80	5.13	-.33	5.20	5.19	+.01	5.00	5.32	-.32	5.40	5.37	+.03
BEAVER HEIGHTS	3	94.5	3.60	3.25	+.35	3.60	3.28	+.32	3.70	3.64	+.06	3.80	3.36	+.44 *
	5	100.7	5.30	5.26	+.04	5.30	5.33	-.03	5.50	5.46	+.04	5.40	5.51	-.11
BELTSVILLE	3	103.2	3.80	3.77	+.03	3.90	3.83	+.07	4.40	4.16	+.24	3.90	3.82	+.08
	5	100.8	5.50	5.36	+.14	5.60	5.39	+.21	5.30	5.52	-.22	5.60	5.57	+.03
BERKSHIRE	3	95.2	3.50	3.29	+.21	3.40	3.33	+.07	3.70	3.69	+.01	3.50	3.39	+.11
	5	95.9	4.70	4.93	-.23	5.20	5.01	+.19	4.80	5.12	-.32	5.00	5.18	-.18
BERWYN HEIGHTS	3	92.3	3.40	3.15	+.25	3.30	3.15	+.15	3.70	3.51	+.19	3.50	3.27	+.23
	5	96.9	5.00	5.11	-.11	5.10	5.13	-.03	5.20	5.26	-.06	5.60	5.31	+.29
BLADENSBURG	3	95.1	3.00	3.29	-.29	3.00	3.32	-.32	3.30	3.68	-.38	3.20	3.39	-.19
	5	95.4	4.60	4.90	-.30	4.70	4.97	-.27	4.60	5.09	-.49	4.90	5.15	-.25

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ACCOKEEK	3	96.9	3.90	3.34	+.56 *	3.90	3.39	+.51	4.10	3.76	+.34	3.90	3.46	+.48 *
	5	102.6	5.50	5.39	+.11	5.90	5.45	+.45	5.40	5.62	-.22	5.70	5.65	+.05
ADELPHI	3	95.3	3.60	3.24	+.36	3.40	3.29	+.11	3.60	3.66	-.06	3.50	3.37	+.13
	5	100.4	4.90	5.20	-.30	5.00	5.27	-.27	5.10	5.45	-.35	5.30	5.49	-.19
AGER ROAD	3	101.1	3.40	3.61	-.21	3.50	3.67	-.17	3.90	4.02	-.12	3.60	3.69	-.09
	5	98.7	5.00	5.05	-.05	5.20	5.13	+.07	5.30	5.32	-.02	5.60	5.36	+.24
ALLENWOOD	3	109.4	4.00	4.15	-.15	4.00	4.23	-.23	4.10	4.53	-.43	4.20	4.15	+.05
	5	108.2	6.10	5.87	+.23	6.00	5.90	+.10	5.70	6.04	-.34	6.30	6.07	+.23
ANDREWS AIR FORCE BASE	3	97.8	3.60	3.40	+.20	3.50	3.45	+.05	4.00	3.81	+.19	3.70	3.51	+.19
	5	98.1	5.60	5.00	+.60	5.20	5.08	+.12	5.40	5.28	+.12	5.50	5.32	+.18
APPLE GROVE	3	104.3	4.20	3.82	+.38	4.20	3.89	+.31	4.40	4.22	+.18	4.10	3.87	+.23
	5	104.5	5.90	5.55	+.35	6.00	5.60	+.40	5.80	5.76	+.04	6.00	5.80	+.20
ARDMORE	3	102.0	3.60	3.67	-.07	3.50	3.73	-.23	4.10	4.07	+.03	3.50	3.74	-.24
	5	97.6	5.30	4.96	+.34	5.30	5.04	+.26	5.40	5.24	+.16	5.20	5.28	-.08
ARROWHEAD	3	100.0	3.60	3.54	+.06	3.50	3.60	-.10	3.90	3.95	-.05	3.60	3.63	-.03
	5	101.9	5.30	5.33	-.03	5.50	5.39	+.11	5.40	5.56	-.16	5.50	5.60	-.10
AVALON	3	98.6	3.40	3.45	-.05	3.50	3.51	-.01	3.80	3.86	-.06	3.60	3.56	+.04
	5	102.9	5.10	5.42	-.32	5.10	5.47	-.37	5.10	5.64	-.54	5.40	5.68	-.28
BADEN	3	92.1	3.20	3.04	+.16	3.30	3.08	+.22	3.60	3.46	+.14	3.20	3.20	+.00
	5	89.1	4.20	4.23	-.03	4.30	4.36	-.06	4.30	4.59	-.29	4.70	4.65	+.05
BARNABY MANOR	3	102.1	3.60	3.68	-.08	3.60	3.74	-.14	4.00	4.08	-.08	3.70	3.75	-.05
	5	98.9	5.40	5.07	+.33	5.30	5.15	+.15	5.30	5.34	-.04	5.30	5.38	-.08
BEACON HEIGHTS	3	95.2	3.00	3.23	-.23	2.80	3.28	-.48	3.50	3.65	-.15	3.30	3.37	-.07
	5	98.4	4.80	5.03	-.23	5.20	5.11	+.09	5.00	5.30	-.30	5.40	5.34	+.06
BEAVER HEIGHTS	3	94.5	3.60	3.19	+.41	3.60	3.24	+.36	3.70	3.61	+.09	3.80	3.33	+.47
	5	100.7	5.30	5.23	+.07	5.30	5.29	+.01	5.50	5.47	+.03	5.40	5.51	-.11
BELTSVILLE	3	103.2	3.80	3.75	+.05	3.90	3.81	+.09	4.40	4.15	+.25	3.90	3.81	+.09
	5	100.8	5.50	5.24	+.26	5.60	5.30	+.30	5.30	5.48	-.18	5.60	5.52	+.08
BERKSHIRE	3	95.2	3.50	3.23	+.27	3.40	3.28	+.12	3.70	3.65	+.05	3.50	3.37	+.13
	5	95.9	4.70	4.81	-.11	5.20	4.91	+.29	4.80	5.11	-.31	5.00	5.16	-.16
BERWYN HEIGHTS	3	92.3	3.40	3.05	+.35	3.30	3.09	+.21	3.70	3.47	+.23	3.50	3.21	+.29
	5	96.9	5.00	4.90	+.10	5.10	4.99	+.11	5.20	5.18	+.02	5.60	5.23	+.37
BLADENSBURG	3	95.1	3.00	3.23	-.23	3.00	3.27	-.27	3.30	3.65	-.35	3.20	3.36	-.16
	5	95.4	4.60	4.77	-.17	4.70	4.87	-.17	4.60	5.07	-.47	4.90	5.12	-.22

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BOND MILL	K-6	707	24.7	96.7	26.6	2.0	8.6	19.5	20.6	0.2	12.6	16024.0
BRADBURY HEIGHTS	K-6	569	20.7	93.7	26.5	1.0	10.3	20.0	19.3	9.4	12.3	12038.0
BRANDYWINE	K-6	663	21.5	95.4	28.9	2.0	12.6	19.3	18.4	5.6	12.2	12045.0
BRENTWOOD	PRE K-6	270	19.3	91.7	13.0	1.0	9.5	9.0	17.9	4.7	11.2	9394.0
BUCKINGHAM	PRE K-6	536	22.9	94.8	22.4	1.0	8.6	32.0	32.9	2.9	12.7	15859.0
CALVERTON	K-6	740	22.5	96.8	30.9	2.0	11.7	22.9	28.9	3.0	12.6	13235.0
CAMP SPRINGS	K-6	510	20.6	95.8	23.7	1.0	12.4	18.0	32.4	4.5	12.4	14404.0
CAPITOL HEIGHTS	K-6	483	21.1	93.1	20.9	2.0	13.1	22.0	21.4	6.9	12.1	11163.0
CARMODY HILLS	K-6	525	20.3	95.6	23.9	2.0	8.6	13.3	35.9	5.8	12.3	13512.0
CAROLE HIGHLANDS	K-6	504	25.1	95.4	19.1	1.0	7.5	16.0	21.9	3.9	12.5	12408.0
CARROLLTON	K-6	540	23.0	95.8	22.5	1.0	11.1	18.0	26.8	2.8	12.4	13973.0
CATHERINE T REED	K-6	652	22.3	96.9	27.2	2.0	7.7	16.5	10.3	6.3	12.4	12040.0
CHAPEL FORGE	K-6	660	22.2	96.7	27.4	2.3	10.9	21.7	37.0	1.7	12.8	15484.0
CHEROKEE	K-6	659	22.9	95.6	26.3	2.5	10.7	16.1	27.1	1.7	12.6	15505.0
CHESTNUT HILLS	K-6	590	22.0	95.9	25.8	1.0	8.3	19.0	11.2	2.3	12.4	13416.0
CHEVERLY TUXEDO	K-6	327	22.2	97.5	13.7	1.0	15.6	19.0	17.0	8.1	12.6	15512.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(BOND MILL - CHEVERLY TUXEDO)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BOND MILL	3	110.3	4.30	4.20	+.10	4.70	4.28	+.42	4.90	4.58	+.32	4.50	4.20	+.30
	5	107.2	6.00	5.88	+.12	6.50	5.87	+.63 *	6.20	6.02	+.18	6.30	6.05	+.25
BRADBURY HEIGHTS	3	92.4	3.00	3.14	-.14	2.90	3.15	-.25	2.90	3.52	-.62 *	3.00	3.26	-.26
	5	98.3	4.70	5.13	-.43	4.60	5.19	-.59 *	4.90	5.31	-.41	4.60	5.36	-.76 *
BRANDYWINE	3	95.0	3.30	3.28	+.02	3.40	3.31	+.09	3.50	3.67	-.17	3.40	3.39	+.01
	5	95.1	4.90	4.91	-.01	5.10	4.96	+.14	5.00	5.10	-.10	5.30	5.15	+.15
BRENTWOOD	3	87.6	2.60	2.81	-.21	2.70	2.81	-.11	2.90	3.20	-.30	2.70	2.98	-.28
	5	95.5	5.00	4.78	+.22	5.00	4.88	+.12	5.20	5.07	+.13	5.00	5.12	-.12
BUCKINGHAM	3	106.5	4.00	3.99	+.01	3.90	4.05	-.15	4.40	4.36	+.04	3.80	4.01	-.21
	5	104.6	5.80	5.71	+.09	5.80	5.70	+.10	6.00	5.84	+.16	5.80	5.87	-.07
CALVERTON	3	103.2	3.90	3.78	+.12	4.10	3.84	+.26	4.50	4.17	+.33	4.00	3.82	+.18
	5	103.1	5.90	5.51	+.39	6.20	5.55	+.65 *	6.00	5.67	+.33	6.10	5.71	+.39
CAMP SPRINGS	3	101.2	3.70	3.67	+.03	3.80	3.70	+.10	4.00	4.04	-.04	3.60	3.72	-.12
	5	103.3	5.80	5.55	+.25	5.90	5.57	+.33	6.00	5.72	+.28	6.00	5.75	+.25
CAPITOL HEIGHTS	3	96.5	3.90	3.36	+.54 *	3.60	3.40	+.20	4.20	3.76	+.44	3.80	3.46	+.34
	5	92.9	4.70	4.73	-.03	5.10	4.80	+.30	5.10	4.93	+.17	5.00	4.99	+.01
CARMODY HILLS	3	95.1	3.40	3.31	+.09	3.40	3.32	+.08	3.90	3.67	+.23	3.40	3.40	+.00
	5	96.0	4.70	5.04	-.34	4.90	5.05	-.15	5.00	5.20	-.20	4.90	5.25	-.35
CAROLE HIGHLANDS	3	101.3	3.40	3.66	-.26	3.20	3.71	-.51	3.80	4.05	-.25	3.50	3.71	-.21
	5	99.5	5.10	5.23	-.13	5.10	5.28	-.18	4.90	5.40	-.50	5.30	5.45	-.15
CARROLLTON	3	100.6	3.70	3.63	+.07	3.70	3.67	+.03	4.20	4.00	+.20	3.70	3.69	+.01
	5	103.8	5.60	5.57	+.03	5.70	5.60	+.10	5.90	5.74	+.16	5.80	5.77	+.03
CATHERINE T REED	3	100.8	3.60	3.62	-.02	3.80	3.68	+.12	4.00	4.02	-.02	3.80	3.68	+.12
	5	95.1	5.00	4.93	+.07	5.30	4.98	+.32	5.20	5.10	+.10	5.20	5.15	+.05
CHAPEL FORGE	3	103.6	4.20	3.83	+.37	4.40	3.87	+.53	4.20	4.19	+.01	4.20	3.86	+.34
	5	107.9	6.30	5.92	+.38	6.30	5.92	+.38	6.70	6.05	+.65	6.40	6.08	+.32
CHEROKEE	3	105.6	3.90	3.93	-.03	3.90	3.99	-.09	4.30	4.31	-.01	4.00	3.96	+.04
	5	105.5	5.60	5.75	-.15	5.80	5.75	+.05	5.80	5.89	-.09	6.10	5.92	+.18
CHESTNUT HILLS	3	99.1	3.80	3.54	+.26	3.90	3.57	+.33	4.30	3.92	+.38	3.80	3.61	+.19
	5	103.5	5.50	5.53	-.03	5.80	5.57	+.23	5.70	5.70	+.00	5.90	5.74	+.16
CHEVERLY TUXEDO	3	105.3	4.00	3.91	+.09	3.80	3.97	-.17	4.30	4.29	+.01	3.90	3.94	-.04
	5	101.8	5.70	5.51	+.19	5.60	5.50	+.10	5.90	5.64	+.26	6.00	5.68	+.32

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(BOND MILL - CHEVERLY TUXEDO)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
BOND MILL	3	110.3	4.30	4.20	+.10	4.70	4.29	+.41	4.90	4.59	+.31	4.50	4.20	+.30
	5	107.2	6.00	5.79	+.21	6.50	5.82	+.68 *	6.20	5.97	+.23	6.30	6.00	+.30
BRADBURY HEIGHTS	3	92.4	3.00	3.05	-.05	2.90	3.10	-.20	2.90	3.48	-.58	3.00	3.22	-.22
	5	98.3	4.70	5.02	-.32	4.60	5.10	-.50	4.90	5.29	-.39	4.60	5.33	-.73 *
BRANDYWINE	3	95.0	3.30	3.22	+.08	3.40	3.27	+.13	3.50	3.64	-.14	3.40	3.36	+.04
	5	95.1	4.90	4.74	+.16	5.10	4.84	+.26	5.00	5.05	-.05	5.30	5.10	+.20
BRENTWOOD	3	87.6	2.60	2.75	-.15	2.70	2.78	-.08	2.90	3.18	-.28	2.70	2.95	-.25
	5	95.5	5.00	4.78	+.22	5.00	4.87	+.13	5.20	5.08	+.12	5.00	5.13	-.13
BUCKINGHAM	3	106.5	4.00	3.96	+.04	3.90	4.03	-.13	4.40	4.35	+.05	3.80	3.99	-.19
	5	104.6	5.80	5.56	+.24	5.80	5.61	+.19	6.00	5.77	+.23	5.80	5.80	+.00
CALVERTON	3	103.2	3.90	3.75	+.15	4.10	3.81	+.29	4.50	4.15	+.35	4.00	3.81	+.19
	5	103.1	5.90	5.43	+.47	6.20	5.49	+.71 *	6.00	5.65	+.35	6.10	5.69	+.41
CAMP SPRINGS	3	101.2	3.70	3.62	+.08	3.80	3.68	+.12	4.00	4.02	-.02	3.60	3.70	-.10
	5	103.3	5.80	5.45	+.35	5.90	5.50	+.40	6.00	5.67	+.33	6.00	5.71	+.29
CAPITOL HEIGHTS	3	96.5	3.90	3.32	+.58 *	3.60	3.37	+.23	4.20	3.73	+.47	3.80	3.44	+.36
	5	92.9	4.70	4.56	+.14	5.10	4.67	+.43	5.10	4.88	+.22	5.00	4.93	+.07
CARMODY HILLS	3	95.1	3.40	3.23	+.17	3.40	3.27	+.13	3.90	3.65	+.25	3.40	3.36	+.04
	5	96.0	4.70	4.82	-.12	4.90	4.92	-.02	5.00	5.12	-.12	4.90	5.16	-.26
CAROLE HIGHLANDS	3	101.3	3.40	3.63	-.23	3.20	3.69	-.49	3.80	4.03	-.23	3.50	3.70	-.20
	5	99.5	5.10	5.12	-.02	5.10	5.20	-.10	4.90	5.38	-.48	5.30	5.42	-.12
CARROLLTON	3	100.6	3.70	3.58	+.12	3.70	3.64	+.06	4.20	3.99	+.21	3.70	3.67	+.03
	5	103.8	5.60	5.49	+.11	5.70	5.54	+.16	5.90	5.71	+.19	5.80	5.74	+.06
CATHERINE I REED	3	100.8	3.60	3.59	+.01	3.80	3.65	+.15	4.00	4.00	+.00	3.80	3.68	+.12
	5	95.1	5.00	4.74	+.26	5.30	4.84	+.46	5.20	5.05	+.15	5.20	5.10	+.10
CHAPEL FORGE	3	103.6	4.20	3.77	+.43	4.40	3.84	+.56	4.20	4.17	+.03	4.20	3.83	+.37
	5	107.9	6.30	5.85	+.45	6.30	5.88	+.42	6.70	6.02	+.68	6.40	6.05	+.35
CHEROKEE	3	105.6	3.90	3.90	+.00	3.90	3.97	-.07	4.30	4.30	+.00	4.00	3.94	+.06
	5	105.5	5.60	5.64	-.04	5.80	5.68	+.12	5.80	5.84	-.04	6.10	5.87	+.23
CHESTNUT HILLS	3	99.1	3.80	3.48	+.32	3.90	3.54	+.36	4.30	3.89	+.41	3.80	3.58	+.22
	5	103.5	5.50	5.47	+.03	5.80	5.52	+.28	5.70	5.69	+.01	5.90	5.72	+.18
CHEVERLY TUXEDO	3	105.3	4.00	3.88	+.12	3.80	3.95	-.15	4.30	4.28	+.02	3.90	3.92	-.02
	5	101.8	5.70	5.32	+.38	5.60	5.38	+.22	5.90	5.56	+.34	6.00	5.59	+.41

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CHILLUM	K-6	485	22.0	96.0	21.0	1.0	8.6	20.8	9.1	2.4	12.3	11251.0
CLINTON GROVE	K-6	414	20.2	96.2	19.5	1.0	8.5	17.4	14.6	3.4	12.2	12957.0
COLLEGE PARK	K-6	259	20.7	96.9	11.5	1.0	12.1	13.0	40.0	4.8	12.9	14082.0
COLMAR MANOR	K-6	418	22.1	94.3	17.9	1.0	5.7	22.0	15.9	7.6	11.1	10920.0
COLUMBIA PARK	PRE K-6	587	20.3	94.8	26.9	2.0	7.9	15.1	18.7	4.1	12.4	12107.0
CONCORD	K-6	626	22.2	96.4	26.2	2.0	8.7	29.0	17.7	7.4	12.2	10895.0
COOPER LANE	K-6	543	23.2	96.7	22.4	1.0	9.3	26.0	6.4	4.6	12.4	13267.0
CRESTVIEW	K-6	543	23.1	96.5	22.5	1.0	11.9	31.0	9.0	1.5	12.3	13814.0
DISTRICT HEIGHTS	3-6	368	19.3	95.0	18.1	1.0	8.8	29.0	5.2	7.5	12.2	10816.0
DODGE PARK	K-6	630	22.8	92.0	26.6	1.0	7.8	22.0	34.4	7.7	12.2	9694.0
DOSWELL E BROOKS	K-6	604	21.9	98.3	25.6	2.0	6.0	16.0	31.3	9.2	12.2	10160.0
DOUGLASS	PRE K-6	329	19.2	95.8	16.1	1.0	15.2	12.0	21.9	8.9	12.3	136[illegible].0
EDGAR ALLAN POE	K-3	444	24.1	95.9	17.4	1.0	6.8	24.9	15.8	6.2	12.4	12088.0
EDMONSTON	K-6	258	21.5	95.1	11.0	1.0	15.2	15.0	8.2	8.2	11.8	11215.0
FLINTSTONE	K-6	412	23.0	94.3	16.9	1.0	10.6	14.6	30.2	2.8	12.4	13430.0
FOREST HEIGHTS	K-6	496	22.6	94.8	20.9	1.0	8.8	15.0	37.3	5.1	12.4	12355.0
FORESTVILLE	K-6	502	21.3	95.0	22.6	1.0	12.8	29.0	26.3	7.3	12.2	10773.0
FORT FOOTE	K-6	625	22.0	95.9	26.3	2.0	11.4	16.0	18.5	5.4	12.6	14262.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(CHILLUM - FORT FOOTE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CHILLUM	3	95.0	3.20	3.28	-.08	3.20	3.31	-.11	3.70	3.67	+.03	3.40	3.38	+.02
	5	98.6	4.90	5.12	-.22	5.10	5.19	-.09	5.10	5.31	-.21	5.30	5.36	-.06
CLINTON GROVE	3	103.6	3.70	3.78	-.08	3.80	3.85	-.05	3.90	4.18	-.28	3.80	3.83	-.03
	5	98.6	5.40	5.18	+.22	5.60	5.22	+.38	5.50	5.36	+.14	5.90	5.41	+.49
COLLEGE PARK	3	100.2	4.00	3.62	+.38	3.80	3.66	+.14	4.00	3.99	+.01	3.80	3.67	+.13
	5	102.7	6.10	5.53	+.57	6.00	5.55	+.45	5.80	5.66	+.14	5.90	5.70	+.20
COLMAR MANOR	3	94.4	2.90	3.20	-.30	2.90	3.23	-.33	3.30	3.60	-.30	3.10	3.34	-.24
	5	93.8	4.30	4.72	-.42	4.50	4.79	-.29	4.40	5.00	-.60	4.80	5.05	-.25
COLUMBIA PARK	3	88.8	3.40	2.94	+.46	2.90	2.93	-.03	3.20	3.30	-.10	3.20	3.07	+.13
	5	96.9	4.80	5.05	-.25	4.80	5.10	-.30	4.80	5.22	-.42	5.10	5.27	-.17
CONCORD	3	100.7	3.20	3.60	-.40	3.40	3.66	-.26	3.80	4.01	-.21	3.30	3.67	-.37
	5	95.5	5.10	4.90	+.20	5.10	4.97	+.13	5.20	5.10	+.10	5.10	5.15	-.05
COOPER LANE	3	97.4	3.10	3.44	-.34	3.10	3.46	-.36	3.40	3.81	-.41	3.20	3.52	-.32
	5	98.9	5.00	5.22	-.22	5.10	5.25	-.15	5.10	5.39	-.29	5.50	5.43	+.07
CRESTVIEW	3	102.5	3.90	3.73	+.17	4.20	3.78	+.42	4.20	4.11	+.09	4.00	3.78	+.22
	5	103.0	5.50	5.51	-.01	5.90	5.53	+.37	5.70	5.68	+.02	5.90	5.72	+.18
DISTRICT HEIGHTS	3	96.2	3.40	3.34	+.06	3.20	3.38	-.18	3.50	3.74	-.24	3.40	3.44	-.04
	5	96.4	4.80	4.96	-.16	5.20	5.03	+.17	5.00	5.15	-.15	5.00	5.21	-.21
DODGE PARK	3	91.6	2.60	3.07	-.47	2.60	3.10	-.50	3.00	3.47	-.47	2.90	3.20	-.30
	5	94.6	4.50	4.80	-.30	4.50	4.89	-.39	4.90	5.00	-.10	4.90	5.06	-.16
DOSWELL E BROOKS	3	88.8	2.90	2.92	-.02	2.90	2.92	-.02	3.20	3.30	-.10	2.90	3.06	-.16
	5	91.8	4.60	4.63	-.03	4.20	4.71	-.51	4.50	4.82	-.32	4.60	4.89	-.29
DOUGLASS	3	97.9	3.40	3.47	-.07	3.60	3.49	+.11	3.70	3.84	-.14	3.30	3.55	-.25
	5	99.8	4.80	5.29	-.49	5.10	5.31	-.21	5.20	5.46	-.26	5.20	5.50	-.30
EDGAR ALLAN POE	3	93.0	3.20	3.18	+.02	3.20	3.19	+.01	3.50	3.55	-.05	3.30	3.29	+.01
EDMONSTON	3	90.4	2.70	3.00	-.30	2.80	3.01	-.21	3.20	3.38	-.18	3.00	3.14	-.14
	5	87.9	4.20	4.39	-.19	4.60	4.44	+.16	4.40	4.60	-.20	4.80	4.66	+.14
FLINTSTONE	3	103.9	3.60	3.81	-.21	3.50	3.87	-.37	3.90	4.20	-.30	3.80	3.85	-.05
	5	98.5	5.30	5.20	+.10	5.40	5.23	+.17	5.20	5.36	-.16	5.40	5.41	-.01
FOREST HEIGHTS	3	96.7	3.50	3.39	+.11	3.40	3.42	-.02	3.90	3.77	+.03	3.50	3.48	+.02
	5	92.2	4.80	4.75	+.05	4.90	4.78	+.12	4.90	4.91	-.01	5.00	4.97	+.03
FORESTVILLE	3	92.0	3.20	3.11	+.09	3.30	3.12	+.18	3.40	3.49	-.09	3.30	3.23	+.07
	5	97.9	4.80	5.06	-.26	5.10	5.13	-.03	5.30	5.25	+.05	5.40	5.31	+.09
FORT FOOTE	3	102.3	3.50	3.73	-.23	3.40	3.78	-.38	3.90	4.11	-.21	3.70	3.78	-.08
	5	98.3	5.40	5.23	+.17	5.50	5.24	+.26	5.60	5.37	+.23	5.60	5.42	+.18

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(CHILLUM - FORT FOOTE)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CHILLUM	3	95.0	3.20	3.22	-.02	3.20	3.27	-.07	3.70	3.64	+.06	3.40	3.36	+.04
	5	98.6	4.90	5.05	-.15	5.10	5.13	-.03	5.10	5.31	-.21	5.30	5.36	-.06
CLINTON GROVE	3	103.6	3.70	3.77	-.07	3.80	3.84	-.04	3.90	4.17	-.27	3.80	3.83	-.03
	5	98.6	5.40	5.05	+.35	5.60	5.13	+.47	5.50	5.31	+.19	5.90	5.36	+.54
COLLEGE PARK	3	100.2	4.00	3.56	+.44	3.80	3.61	+.19	4.00	3.96	+.04	3.80	3.64	+.16
	5	102.7	6.10	5.40	+.70	6.00	5.46	+.54	5.80	5.62	+.18	5.90	5.66	+.24
COLMAR MANOR	3	94.4	2.90	3.18	-.28	2.90	3.23	-.33	3.30	3.60	-.30	3.10	3.33	-.23
	5	93.8	4.30	4.63	-.33	4.50	4.74	-.24	4.40	4.95	-.55	4.80	5.00	-.20
COLUMBIA PARK	3	88.8	3.40	2.82	+.58 *	2.90	2.86	+.04	3.20	3.25	-.05	3.20	3.02	+.18
	5	96.9	4.80	4.90	-.10	4.80	4.99	-.19	4.80	5.18	-.38	5.10	5.23	-.13
CONCORD	3	100.7	3.20	3.59	-.39	3.40	3.65	-.25	3.80	3.99	-.19	3.30	3.67	-.37
	5	95.5	5.10	4.78	+.32	5.10	4.87	+.23	5.20	5.08	+.12	5.10	5.13	-.03
COOPER LANE	3	97.4	3.10	3.38	-.28	3.10	3.43	-.33	3.40	3.79	-.39	3.20	3.49	-.29
	5	98.9	5.00	5.07	-.07	5.10	5.15	-.05	5.10	5.34	-.24	5.50	5.38	+.12
CRESTVIEW	3	102.5	3.90	3.70	+.20	4.20	3.77	+.43	4.20	4.11	+.09	4.00	3.77	+.23
	5	103.0	5.50	5.42	+.08	5.90	5.48	+.42	5.70	5.65	+.05	5.90	5.68	+.22
DISTRICT HEIGHTS	3	96.2	3.40	3.30	+.10	3.20	3.35	-.15	3.50	3.71	-.21	3.40	3.42	-.02
	5	96.4	4.80	4.86	-.06	5.20	4.95	+.25	5.00	5.15	-.15	5.00	5.19	-.19
DODGE PARK	3	91.6	2.60	3.00	-.40	2.60	3.04	-.44	3.00	3.43	-.43	2.90	3.17	-.27
	5	94.6	4.50	4.70	-.20	4.50	4.80	-.30	4.90	5.01	-.11	4.90	5.06	-.16
DOSWELL E BROOKS	3	88.8	2.90	2.82	+.08	2.90	2.86	+.04	3.20	3.25	-.05	2.90	3.02	-.12
	5	91.8	4.60	4.46	+.14	4.20	4.58	-.38	4.50	4.80	-.30	4.60	4.85	-.25
DOUGLASS	3	97.9	3.40	3.41	-.01	3.60	3.46	+.14	3.70	3.82	-.12	3.30	3.52	-.22
	5	99.8	4.80	5.15	-.35	5.10	5.22	-.12	5.20	5.40	-.20	5.20	5.45	-.25
EDGAR ALLAN POE	3	93.0	3.20	3.09	+.11	3.20	3.14	+.06	3.50	3.51	-.01	3.30	3.25	+.05
EDMONSTON	3	90.4	2.70	2.93	-.23	2.80	2.96	-.16	3.20	3.35	-.15	3.00	3.11	-.11
	5	87.9	4.20	4.13	+.07	4.60	4.26	+.34	4.40	4.50	-.10	4.80	4.56	+.24
FLINTSTONE	3	103.9	3.60	3.79	-.19	3.50	3.86	-.36	3.90	4.19	-.29	3.80	3.85	-.05
	5	98.5	5.30	5.04	+.26	5.40	5.12	+.28	5.20	5.31	-.11	5.40	5.35	+.05
FOREST HEIGHTS	3	96.7	3.50	3.33	+.17	3.40	3.38	+.02	3.80	3.74	+.06	3.50	3.45	+.05
	5	92.2	4.80	4.50	+.30	4.90	4.61	+.29	4.90	4.83	+.07	5.00	4.88	+.12
FORESTVILLE	3	92.0	3.20	3.03	+.17	3.30	3.07	+.23	3.40	3.45	-.05	3.30	3.19	+.11
	5	97.9	4.80	4.99	-.19	5.10	5.07	+.03	5.30	5.26	+.04	5.40	5.30	+.10
FORT FOOTE	3	102.3	3.50	3.69	-.19	3.40	3.75	-.35	3.90	4.09	-.19	3.70	3.76	-.06
	5	98.3	5.40	5.02	+.38	5.50	5.10	+.40	5.60	5.29	+.31	5.60	5.33	+.27

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
FORT WASHINGTON FOREST	K-6	602	21.4	96.9	26.1	2.0	8.1	14.1	18.7	2.6	12.6	15561.0
FOX HILL	K-6	500	23.8	95.7	19.5	1.5	10.9	15.3	13.3	4.7	12.6	15507.0
FRANCIS T EVANS	K-6	612	22.1	96.0	26.7	1.0	7.6	24.0	26.0	3.5	12.3	10931.0
GAYWOOD	K-6	468	20.9	[illegible]4.7	21.4	1.0	8.9	19.0	44.2	5.5	12.4	12895.0
GLASSMANOR	K-6	466	23.1	94.5	19.1	1.0	8.0	24.0	2.5	6.9	12.4	11447.0
GLENARDEN WOODS	K-6	434	20.3	96.2	20.4	1.0	7.2	7.5	20.6	5.3	12.8	12385.0
GLENN DALE	K-6	445	19.9	96.3	21.4	1.0	10.3	13.0	6.3	6.9	12.4	13230.0
GREEN VALLEY	K-6	486	23.7	96.1	19.5	1.0	9.3	11.0	29.3	7.7	12.4	12608.0
GREENBELT	K-6	470	17.1	93.2	26.4	1.0	8.3	16.5	36.5	5.9	12.6	12404.0
GREENBELT NORTH END	K-6	533	23.6	94.1	21.6	1.0	7.6	25.0	32.5	4.2	12.6	11626.0
GREENDALE	K-6	422	20.8	94.6	19.3	1.0	9.0	10.0	22.2	13.2	12.2	11068.0
HAPPY ACRES	K-6	297	23.0	95.5	11.9	1.0	8.1	18.0	20.9	5.0	12.5	13919.0
HARMONY HALL	K-6	861	21.5	96.2	38.1	2.0	6.8	24.5	16.7	4.1	12.7	16111.0
HEATHER HILLS	K-6	411	22.3	96.2	17.4	1.0	10.8	12.2	38.0	4.0	12.6	14961.0
HENRY G FERGUSON	PRE K-6	502	22.0	95.0	21.9	1.0	8.1	23.9	6.6	5.3	12.1	11098.0
HIGH BRIDGE	K-6	476	21.3	95.8	21.4	1.0	11.3	19.0	17.9	5.6	12.4	13166.0
HILLCREST HEIGHTS	K-6	513	21.2	96.2	23.2	1.0	14.2	13.0	16.5	9.7	12.2	11422.0
HOLLY PARK	K-6	291	10.4	95.4	26.9	1.0	7.9	8.6	17.9	6.4	12.2	12380.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(FORT WASHINGTON - HOLLY PARK)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
FORT WASHINGTON FOREST	3	105.5	4.10	3.93	+.17	4.30	3.98	+.32	4.50	4.30	+.20	4.00	3.95	+.05
	5	105.8	5.90	5.77	+.13	6.10	5.77	+.33	6.00	5.91	+.09	5.90	5.94	-.04
FOX HILL	3	98.7	3.70	3.54	+.16	3.90	3.55	+.35	4.20	3.89	+.31	3.70	3.61	+.09
	5	103.3	5.60	5.61	-.01	5.90	5.60	+.30	5.80	5.74	+.06	6.00	5.78	+.22
FRANCIS T EVANS	3	97.3	3.70	3.41	+.29	3.70	3.46	+.24	3.70	3.81	-.11	3.70	3.50	+.20
	5	97.6	5.20	5.05	+.15	5.20	5.12	+.08	5.30	5.24	+.06	5.50	5.29	+.21
GAYWOOD	3	97.3	3.20	3.43	-.23	3.20	3.46	-.26	3.40	3.81	-.41	3.40	3.51	-.11
	5	94.6	5.20	4.93	+.27	5.20	4.96	+.24	5.30	5.09	+.21	5.30	5.14	+.16
GLASSMANOR	3	97.0	3.30	3.40	-.10	3.30	3.44	-.14	3.40	3.79	-.19	3.20	3.49	-.29
	5	91.2	4.80	4.65	+.15	5.10	4.70	+.40	5.40	4.82	+.58	5.10	4.88	+.22
GLENARDEN WOODS	3	99.4	3.70	3.55	+.15	3.80	3.59	+.21	4.10	3.94	+.16	3.60	3.62	-.02
	5	101.3	4.90	5.35	-.45	5.20	5.41	-.21	5.30	5.52	-.22	5.20	5.57	-.37
GLENN DALE	3	96.2	3.10	3.37	-.27	3.20	3.39	-.19	3.80	3.74	+.06	3.50	3.46	+.04
	5	99.9	5.50	5.29	+.21	5.50	5.32	+.18	5.70	5.45	+.25	5.30	5.50	-.20
GREEN VALLEY	3	100.2	3.50	3.59	-.09	3.60	3.64	-.04	4.10	3.98	+.12	3.80	3.66	+.14
	5	100.0	4.80	5.27	-.47	4.70	5.31	-.61 *	4.90	5.44	-.54	5.30	5.49	-.19
GREENBELT	3	99.0	3.20	3.53	-.33	3.20	3.57	-.37	3.50	3.92	-.42	3.40	3.60	-.20
	5	100.7	5.40	5.32	+.08	5.50	5.37	+.13	5.30	5.48	-.18	5.50	5.53	-.03
GREENBELT NORTH END	3	99.4	3.30	3.26	+.04	3.10	3.28	-.18	3.50	3.64	-.14	3.40	3.36	+.04
	5	97.2	4.90	5.06	-.16	5.30	5.12	+.18	4.90	5.22	-.32	5.30	5.28	+.02
GREENDALE	3	100.0	3.20	3.56	-.36	3.20	3.62	-.42	3.70	3.97	-.27	3.30	3.63	-.33
	5	95.7	4.70	4.92	-.22	4.80	4.99	-.19	5.00	5.11	-.11	5.10	5.17	-.07
HAPPY ACRES	3	97.6	3.50	3.46	+.04	3.60	3.48	+.12	4.00	3.83	+.17	3.60	3.54	+.06
	5	95.9	4.60	5.05	-.45	4.60	5.07	-.47	5.10	5.20	-.10	5.30	5.25	+.05
HARMONY HALL	3	106.6	4.10	3.99	+.11	4.40	4.05	+.35	4.60	4.36	+.24	4.20	4.01	+.19
	5	109.9	6.20	6.06	+.14	6.30	6.06	+.24	6.10	6.20	-.10	6.10	6.23	-.13
HEATHER HILLS	3	107.7	4.10	4.05	+.05	4.20	4.12	+.08	4.40	4.43	-.03	4.20	4.06	+.14
	5	103.2	5.90	5.58	+.32	6.10	5.58	+.52	6.00	5.72	+.28	6.20	5.76	+.44
HENRY G FERGUSON	3	98.1	3.30	3.45	-.15	3.30	3.50	-.20	3.40	3.85	-.45	3.30	3.54	-.24
	5	92.9	4.50	4.73	-.23	4.60	4.79	-.19	4.80	4.93	-.13	4.70	4.99	-.29
HIGH BRIDGE	3	95.4	3.10	3.33	-.23	3.40	3.34	+.06	3.60	3.70	-.10	3.30	3.42	-.12
	5	96.1	4.90	5.04	-.14	5.10	5.06	+.04	5.00	5.19	-.19	5.40	5.25	+.15
HILLCREST HEIGHTS	3	94.9	2.90	3.27	-.37	3.10	3.30	-.20	3.50	3.66	-.16	3.50	3.38	+.12
	5	80.1	4.70	3.91	+.79 *	5.00	3.94	+1.06 *	5.00	4.07	+.93 *	4.90	4.15	+.75 *
HOLLY PARK	3	97.3	3.40	3.42	-.02	3.00	3.45	-.45	4.00	3.80	+.20	3.70	3.51	+.19
	5	100.3	5.10	5.27	-.17	5.00	5.32	-.32	5.10	5.46	-.36	5.60	5.50	+.10

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
FORT WASHINGTON FOREST	3	105.5	4.10	3.90	+.20	4.30	3.97	+.33	4.50	4.29	+.21	4.00	3.93	+.07
	5	105.8	5.90	5.67	+.23	6.10	5.71	+.39	6.00	5.86	+.14	5.90	5.89	+.01
FOX HILL	3	98.7	3.70	3.46	+.24	3.90	3.51	+.39	4.20	3.87	+.33	3.70	3.56	+.14
	5	103.3	5.60	5.45	+.15	5.90	5.50	+.40	5.80	5.67	+.13	6.00	5.71	+.29
FRANCIS T EVANS	3	97.3	3.70	3.37	+.33	3.70	3.42	+.28	3.70	3.78	-.08	3.70	3.48	+.22
	5	97.6	5.20	4.96	+.24	5.20	5.04	+.16	5.30	5.24	+.06	5.50	5.28	+.22
GAYWOOD	3	97.3	3.20	3.37	-.17	3.20	3.42	-.22	3.40	3.78	-.38	3.40	3.48	-.08
	5	94.6	5.20	4.70	+.50	5.20	4.80	+.40	5.30	5.01	+.29	5.30	5.06	+.24
GLASSMANOR	3	97.0	3.30	3.35	-.05	3.30	3.40	-.10	3.60	3.76	-.16	3.20	3.47	-.27
	5	91.2	4.80	4.41	+.39	5.10	4.53	+.57	5.40	4.75	+.65	5.10	4.81	+.29
GLENARDEN WOODS	3	99.4	3.70	3.50	+.20	3.80	3.56	+.24	4.10	3.91	+.19	3.60	3.60	+.00
	5	101.3	4.90	5.28	-.38	5.20	5.34	-.14	5.30	5.52	-.22	5.20	5.56	-.36
GLENN DALE	3	96.2	3.10	3.30	-.20	3.20	3.35	-.15	3.80	3.71	+.09	3.50	3.42	+.08
	5	99.9	5.50	5.16	+.34	5.50	5.23	+.27	5.70	5.41	+.29	5.30	5.45	-.15
GREEN VALLEY	3	100.2	3.50	3.56	-.06	3.60	3.61	-.01	4.10	3.96	+.14	3.80	3.64	+.16
	5	100.0	4.80	5.17	-.37	4.70	5.24	-.54	4.90	5.42	-.52	5.30	5.46	-.16
GREENBELT	3	99.0	3.20	3.48	-.28	3.20	3.53	-.33	3.50	3.89	-.39	3.40	3.58	-.18
	5	100.7	5.40	5.23	+.17	5.50	5.29	+.21	5.30	5.47	-.17	5.50	5.51	-.01
GREENBELT NORTH END	3	94.4	3.30	3.18	+.12	3.10	3.23	-.13	3.50	3.60	-.10	3.40	3.33	+.07
	5	97.2	4.90	4.93	-.03	5.30	5.01	+.29	4.90	5.21	-.31	5.30	5.25	+.05
GREENDALE	3	100.0	3.20	3.54	-.34	3.20	3.60	-.40	3.70	3.95	-.25	3.30	3.63	-.33
	5	95.7	4.70	4.80	-.10	4.80	4.89	-.09	5.00	5.09	-.09	5.10	5.14	-.04
HAPPY ACRES	3	97.6	3.50	3.39	+.11	3.60	3.44	+.16	4.00	3.80	+.20	3.60	3.50	+.10
	5	95.9	4.60	4.81	-.21	4.60	4.91	-.31	5.10	5.11	-.01	5.30	5.16	+.14
HARMONY HALL	3	106.6	4.10	3.97	+.13	4.40	4.04	+.36	4.60	4.36	+.24	4.20	3.99	+.21
	5	109.9	6.20	6.02	+.18	6.30	6.04	+.26	6.10	6.17	-.07	6.10	6.20	-.10
HEATHER HILLS	3	107.7	4.10	4.04	+.06	4.20	4.11	+.09	4.40	4.43	-.03	4.20	4.05	+.15
	5	103.2	5.90	5.44	+.46	6.10	5.50	+.60	6.00	5.66	+.34	6.20	5.70	+.50
HENRY G FERGUSON	3	98.1	3.30	3.42	-.12	3.30	3.47	-.17	3.40	3.83	-.43	3.30	3.53	-.23
	5	92.9	4.50	4.56	-.06	4.60	4.67	-.07	4.80	4.88	-.08	4.70	4.93	-.23
HIGH BRIDGE	3	95.4	3.10	3.25	-.15	3.40	3.29	+.11	3.60	3.66	-.06	3.30	3.38	-.08
	5	96.1	4.90	4.83	+.07	5.10	4.92	+.18	5.00	5.12	-.12	5.40	5.17	+.23
HILLCREST HEIGHTS	3	94.9	2.90	3.22	-.32	3.10	3.26	-.16	3.50	3.63	-.13	3.50	3.35	+.15
	5	80.1	4.70	3.45	+1.25 *	5.00	3.63	+1.37 *	5.00	3.91	+1.09 *	4.90	3.98	+.92 *
HOLLY PARK	3	97.3	3.40	3.37	+.03	3.00	3.42	-.42	4.00	3.78	+.22	3.70	3.48	+.22
	5	100.3	5.10	5.19	-.09	5.00	5.26	-.26	5.10	5.44	-.34	5.60	5.48	+.12

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
HOLLYWOOD	K-6	520	21.5	95.7	23.2	1.0	10.2	27.0	31.0	4.8	12.2	12791.0
HYATTSVILLE	K-6	590	23.1	94.1	23.5	2.0	12.5	25.0	22.3	9.3	12.2	11339[illegible]
J ENOS RAY	K-6	374	19.2	94.5	18.5	1.0	13.0	26.0	20.5	6.5	12.4	10[illegible]0
J FRANK DENT	K-6	405	20.3	91.4	18.9	1.0	9.2	16.0	15.1	4.4	12.4	11731.0
JAMES H HARRISON	K-6	705	21.0	94.4	31.6	2.0	6.8	13.7	22.9	2.7	12.8	11877.0
JAMES MCHENRY	K-6	625	22.6	94.8	25.6	2.0	7.3	13.3	24.6	4.4	12.5	12977.0
JAMES RYDER RANDALL	K-6	556	15.7	94.0	34.3	1.0	9.7	40.0	28.0	4.2	12.2	12980.0
JOHN CARROLL	PRE K-6	506	21.8	93.8	21.7	1.5	6.3	11.3	12.9	5.3	12.6	12070.0
JOHN EAGER HOWARD	K-6	498	22.3	92.7	21.3	1.0	7.5	19.0	19.0	5.9	12.3	12490.0
JOHN H BAYNE	K-6	717	23.8	95.1	28.1	2.0	6.5	16.0	6.6	8.6	12.1	11376.0
KENILWORTH	K-6	724	22.9	96.2	29.6	2.0	9.1	25.0	28.2	2.0	12.7	16093.0
KENMOOR	K-6	662	22.8	97.9	27.0	2.0	6.9	27.7	12.1	5.3	12.4	11935.0
KENTLAND	K-6	655	23.1	93.5	26.2	2.2	8.3	27.2	25.3	4.6	12.2	11732.0
KETTERING	K-6	678	20.1	93.5	31.8	2.0	8.7	21.5	29.6	8.8	12.5	14000.0
LAMONT	[illegible]-6	686	21.5	95.2	29.9	2.0	10.8	17.0	29.8	4.2	12.5	13242.
LANDOVER HILLS	K-6	514	24.5	93.3	20.0	1.0	10.6	12.0	21.4	5.1	12.3	12752.
LANGLEY PARK	K-3	461	18.7	95.8	23.6	1.0	10.8	15.0	22.3	9.2	12.3	10262.
LANHAM	K-6	452	20.9	95.3	20.6	1.0	7.6	17.0	27.8	4.7	12.5	14274.

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
HOLLYWOOD	3	102.1	3.60	3.70	-.10	3.70	3.75	-.05	3.90	4.09	-.19	3.70	3.75	-.05
	5	98.4	5.40	5.16	+.24	5.60	5.20	+.40	5.60	5.34	+.26	5.70	5.39	+.31
HYATTSVILLE	3	92.8	3.00	3.15	-.15	3.10	3.17	-.07	3.30	3.54	-.24	3.30	3.27	+.03
	5	96.7	5.00	4.99	+.01	5.00	5.06	-.06	5.00	5.19	-.19	5.50	5.24	+.26
J ENOS RAY	3	96.2	3.20	3.35	-.15	3.40	3.39	+.01	3.80	3.75	+.05	3.50	3.44	+.06
	5	93.6	4.60	4.79	-.19	4.80	4.86	-.06	5.10	4.97	+.13	5.20	5.03	+.17
J FRANK DENT	3	95.2	3.40	3.30	+.10	3.60	3.33	+.27	3.60	3.69	-.09	3.50	3.40	+.10
	5	99.2	5.10	5.19	-.09	5.40	5.25	+.15	5.40	5.36	+.04	5.40	5.42	-.02
JAMES H HARRISON	3	101.0	3.90	3.65	+.25	4.00	3.70	+.30	4.00	4.04	-.04	3.70	3.70	+.00
	5	100.2	5.60	5.28	+.32	5.80	5.34	+.46	5.60	5.43	+.17	5.30	5.48	-.18
JAMES MCHENRY	3	103.6	3.60	3.79	-.19	3.60	3.86	-.26	3.90	4.19	-.29	3.70	3.83	-.13
	5	101.9	5.30	5.41	-.11	5.20	5.46	-.26	5.40	5.58	-.18	5.60	5.62	-.02
JAMES RYDER RANDALL	3	103.0	3.50	3.75	-.25	3.30	3.81	-.51	3.80	4.14	-.34	3.70	3.80	-.10
	5	96.4	5.40	5.04	+.36	5.60	5.07	+.53	5.60	5.21	+.39	5.50	5.26	+.24
JOHN CARROLL	3	95.3	2.90	3.32	-.42	3.00	3.34	-.34	3.30	3.70	-.40	3.30	3.41	-.11
	5	93.6	4.50	4.84	-.34	4.90	4.89	+.01	5.00	4.99	+.01	4.90	5.05	-.15
JOHN EAGER HOWARD	3	95.0	3.40	3.29	+.11	3.40	3.31	+.09	3.70	3.67	+.03	3.50	3.39	+.11
	5	93.9	5.10	4.86	+.24	5.20	4.90	+.30	5.10	5.03	+.07	5.20	5.09	+.11
JOHN H BAYNE	3	97.1	3.30	3.40	-.10	3.40	3.44	-.04	3.90	3.79	+.11	3.40	3.49	-.09
	5	95.9	5.00	4.94	+.06	5.00	5.00	+.00	5.10	5.14	-.04	5.30	5.19	+.11
KENILWORTH	3	108.2	4.30	4.09	+.21	4.50	4.15	+.35	4.70	4.46	+.24	4.30	4.09	+.21
	5	108.0	6.00	5.94	+.06	6.30	5.93	+.37	6.20	6.07	+.13	6.20	6.10	+.10
KENMOOR	3	98.1	3.30	3.47	-.17	3.10	3.51	-.41	3.70	3.86	-.16	3.70	3.55	+.15
	5	96.7	5.20	5.03	+.17	4.70	5.08	-.38	4.90	5.20	-.30	4.90	5.26	-.36
KENTLAND	3	92.1	3.00	3.12	-.12	3.00	3.13	-.13	3.50	3.49	+.01	3.20	3.24	-.04
	5	96.0	4.90	4.96	-.06	5.00	5.02	-.02	5.60	5.15	+.45	5.30	5.21	+.09
KETTERING	3	100.4	4.00	3.62	+.38	4.00	3.65	+.35	4.30	3.99	+.31	4.00	3.68	+.32
	5	100.5	5.50	5.36	+.14	5.60	5.38	+.22	5.50	5.51	-.01	5.80	5.56	+.24
LAMONT	3	99.1	3.30	3.54	-.24	3.10	3.57	-.47	3.90	3.92	-.02	3.40	3.61	-.21
	5	95.0	5.10	4.97	+.13	5.30	4.99	+.31	5.30	5.12	+.18	5.30	5.18	+.12
LANDOVER HILLS	3	95.4	3.00	3.32	-.32	3.10	3.34	-.24	3.30	3.69	-.39	3.20	3.41	-.21
	5	98.0	5.10	5.14	-.04	5.30	5.18	+.12	5.20	5.31	-.11	5.40	5.36	+.04
LANGLEY PARK	3	95.5	3.20	3.30	-.10	3.30	3.34	-.04	3.60	3.71	-.11	3.40	3.40	+.00
LANHAM	3	100.4	3.30	3.62	-.32	3.40	3.65	-.25	3.60	3.99	-.39	3.50	3.68	-.18
	5	102.1	5.60	5.47	+.13	5.30	5.49	-.19	5.50	5.63	-.13	5.50	5.67	-.17

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
HOLLYWOOD	3	102.1	3.60	3.68	-.08	3.70	3.74	-.04	3.90	4.08	-.18	3.70	3.75	-.05
	5	98.4	5.40	5.03	+.37	5.60	5.11	+.49	5.60	5.30	+.30	5.70	5.34	+.36
HYATTSVILLE	3	92.8	3.00	3.08	-.08	3.10	3.12	-.02	3.30	3.50	-.20	3.30	3.24	+.06
	5	96.7	5.00	4.88	+.12	5.00	4.97	+.03	5.00	5.17	-.17	5.50	5.22	+.28
J ENOS RAY	3	96.2	3.20	3.30	-.10	3.40	3.35	+.05	3.80	3.71	+.09	3.50	3.42	+.08
	5	93.6	4.60	4.62	-.02	4.80	4.72	+.08	5.10	4.93	+.17	5.20	4.98	+.22
J FRANK DENT	3	95.2	3.40	3.23	+.17	3.60	3.28	+.32	3.60	3.65	-.05	3.50	3.37	+.13
	5	99.2	5.10	5.10	+.00	5.40	5.17	+.23	5.40	5.36	+.04	5.40	5.40	+.00
JAMES H HARRISON	3	101.0	3.90	3.61	+.29	4.00	3.67	+.33	4.00	4.01	-.01	3.70	3.69	+.01
	5	100.2	5.60	5.18	+.42	5.80	5.25	+.55	5.60	5.43	+.17	5.30	5.48	-.18
JAMES MCHENRY	3	103.6	3.60	3.77	-.17	3.60	3.84	-.24	3.90	4.17	-.27	3.70	3.83	-.13
	5	101.9	5.30	5.33	-.03	5.20	5.39	-.19	5.40	5.56	-.16	5.60	5.60	+.00
JAMES RYDER RANDALL	3	103.0	3.50	3.74	-.24	3.30	3.80	-.50	3.80	4.14	-.34	3.70	3.80	-.10
	5	96.4	5.40	4.86	+.54	5.60	4.95	+.65 *	5.60	5.15	+.45	5.50	5.19	+.31
JOHN CARROLL	3	95.3	2.90	3.24	-.34	3.00	3.29	-.29	3.30	3.66	-.36	3.30	3.37	-.07
	5	93.6	4.50	4.62	-.12	4.90	4.72	+.18	5.00	4.93	+.07	4.90	4.98	-.08
JOHN EAGER HOWARD	3	95.0	3.40	3.22	+.18	3.40	3.27	+.13	3.70	3.64	+.06	3.50	3.36	+.14
	5	93.9	5.10	4.64	+.46	5.20	4.75	+.45	5.10	4.96	+.14	5.20	5.01	+.19
JOHN H BAYNE	3	97.1	3.30	3.36	-.06	3.40	3.41	-.01	3.90	3.77	+.13	3.40	3.47	-.07
	5	95.9	5.00	4.81	+.19	5.00	4.91	+.09	5.10	5.11	-.01	5.30	5.16	+.14
KENILWORTH	3	108.2	4.30	4.07	+.23	4.50	4.15	+.35	4.70	4.46	+.24	4.30	4.08	+.22
	5	108.0	6.00	5.85	+.15	6.30	5.88	+.42	6.20	6.03	+.17	6.20	6.06	+.14
KENMOOR	3	98.1	3.30	3.42	-.12	3.10	3.47	-.37	3.70	3.83	-.13	3.70	3.53	+.17
	5	96.7	5.20	4.88	+.32	4.70	4.97	-.27	4.90	5.17	-.27	4.90	5.22	-.32
KENTLAND	3	92.1	3.00	3.04	-.04	3.00	3.08	-.08	3.50	3.46	+.04	3.20	3.20	+.00
	5	96.0	4.90	4.82	+.08	5.00	4.92	+.08	5.60	5.12	+.48	5.30	5.16	+.14
KETTERING	3	100.4	4.00	3.57	+.43	4.00	3.63	+.37	4.30	3.97	+.33	4.00	3.65	+.35
	5	100.5	5.50	5.21	+.29	5.60	5.28	+.32	5.50	5.46	+.04	5.80	5.50	+.30
LAMONT	3	99.1	3.30	3.48	-.18	3.10	3.54	-.44	3.90	3.89	+.01	3.40	3.58	-.18
	5	95.0	5.10	4.74	+.36	5.30	4.83	+.47	5.30	5.04	+.26	5.30	5.09	+.21
LANDOVER HILLS	3	95.4	3.00	3.25	-.25	3.10	3.29	-.19	3.30	3.66	-.36	3.20	3.38	-.18
	5	98.0	5.10	4.99	+.11	5.30	5.08	+.22	5.20	5.27	-.07	5.40	5.31	+.09
LANGLEY PARK	3	95.5	3.20	3.25	-.05	3.30	3.30	+.00	3.60	3.67	-.07	3.40	3.39	+.01
LANHAM	3	100.4	3.30	3.57	-.27	3.40	3.63	-.23	3.60	3.97	-.37	3.50	3.65	-.15
	5	102.1	5.60	5.35	+.25	5.30	5.41	-.11	5.50	5.58	-.08	5.50	5.62	-.12

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
LAUREL	K-6	397	17.8	95.5	21.3	1.0	7.3	19.0	34.5	7.6	12.2	10125.0
LEWISDALE	K-6	601	21.4	96.1	26.1	2.0	9.9	13.5	19.6	4.1	12.3	13600.0
LONGFIELDS	K-6	706	22.4	95.4	29.5	2.0	7.9	17.4	14.3	5.7	12.3	11306.0
LYNDON HILL	K-6	535	21.3	95.0	24.1	1.0	8.4	27.0	21.9	4.9	12.2	10373.0
MAGNOLIA	K-6	537	21.9	98.1	23.5	1.0	6.3	12.0	32.7	1.9	12.6	13643.0
MARG A EDMONSTON	K-6	588	21.7	94.5	25.1	2.0	9.5	13.0	24.7	9.0	12.4	11365.0
MARGARET BRENT	K-6	408	19.7	95.8	19.7	1.0	11.8	19.0	25.6	4.6	12.4	11353.0
MATTAPONI	K-6	854	23.1	96.0	34.9	2.0	9.3	19.0	17.3	8.4	12.3	13523.0
MATTHEW HENSON	K-6	626	22.0	95.2	26.4	2.0	6.6	15.3	21.1	5.0	12.4	12680.0
MCCORMICK	4-6	368	17.0	94.5	20.6	1.0	10.0	20.0	11.6	9.3	12.3	10446.0
MEADOWBROOK	K-6	650	21.9	97.4	27.6	2.0	9.2	27.0	37.2	1.7	12.8	14987.0
MELWOOD	K-6	672	22.3	95.7	28.2	2.0	8.0	22.5	17.5	5.7	12.2	12672.0
MIDDLETON VALLEY	K-6	598	21.8	96.1	25.4	2.0	10.1	14.0	10.9	4.4	12.5	14304.0
MONTPELIER	K-6	684	23.8	96.0	26.7	2.0	7.3	30.9	22.6	2.5	12.8	11965.0
MORNINGSIDE	K-6	503	22.3	92.7	21.5	1.0	9.7	27.0	17.8	6.3	12.1	11509.0
MT RAINIER	K-6	356	21.3	93.1	15.7	1.0	10.1	17.0	35.9	10.8	11.2	9215.0
NORTH FORESTVILLE	PRE K-6	578	21.0	97.2	25.5	2.0	10.5	19.8	25.4	6.5	12.3	13152.0
O W PHAIR	K-6	421	20.7	96.1	19.3	1.0	8.1	12.5	31.0	11.6	12.2	11194.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(LAUREL - O W PHAIR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LAUREL	3	98.7	3.10	3.48	-.38	3.20	3.54	-.34	3.50	3.89	-.39	3.30	3.56	-.26
	5	96.1	5.20	4.91	+.29	5.00	5.00	+.00	5.10	5.11	-.01	5.10	5.17	-.07
LEWISDALE	3	96.0	3.40	3.36	+.04	3.50	3.37	+.13	3.80	3.73	+.07	3.50	3.45	+.05
	5	97.8	5.40	5.15	+.25	5.50	5.18	+.32	5.30	5.32	-.02	5.70	5.37	+.33
LONGFIELDS	3	94.5	3.50	3.25	+.25	3.50	3.28	+.22	3.70	3.64	+.06	3.50	3.36	+.14
	5	95.6	4.90	4.93	-.03	4.70	4.99	-.29	5.20	5.11	+.09	5.00	5.17	-.17
LYNDON HILL	3	97.2	3.30	3.40	-.10	3.30	3.45	-.15	3.40	3.80	-.40	3.40	3.49	-.09
	5	98.3	4.80	5.07	-.27	4.90	5.15	-.25	4.60	5.27	-.67 *	5.00	5.32	-.32
MAGNOLIA	3	104.0	3.90	3.82	+.08	3.90	3.88	+.02	4.20	4.21	-.01	4.00	3.86	+.14
	5	100.3	5.00	5.34	-.34	5.10	5.37	-.27	5.30	5.49	-.19	5.20	5.53	-.33
MARG A EDMONSTON	3	107.9	4.10	4.02	+.08	4.30	4.12	+.18	4.50	4.44	+.06	4.30	4.04	+.26
	5	98.5	5.20	5.12	+.08	5.50	5.19	+.31	5.40	5.31	+.09	5.40	5.36	+.04
MARGARET BRENT	3	94.7	3.50	3.27	+.23	3.40	3.29	+.11	3.80	3.66	+.14	3.60	3.37	+.23
	5	102.3	5.40	5.37	+.03	5.40	5.45	-.05	5.50	5.56	-.06	5.80	5.61	+.19
MATTAPONI	3	102.7	3.80	3.74	+.06	4.00	3.79	+.21	4.30	4.13	+.17	3.90	3.79	+.11
	5	103.2	5.80	5.51	+.29	6.10	5.54	+.56	5.60	5.69	-.09	5.90	5.72	+.18
MATTHEW HENSON	3	98.3	3.20	3.48	-.28	2.90	3.52	-.62 *	3.40	3.87	-.47	3.10	3.56	-.46 *
	5	95.4	4.50	4.97	-.47	4.80	5.00	-.20	4.80	5.13	-.33	5.00	5.19	-.19
MCCORMICK	5	98.8	5.00	5.11	-.11	5.20	5.20	+.00	5.00	5.30	-.30	5.30	5.36	-.06
MEADOWBROOK	3	110.0	4.30	4.18	+.12	4.50	4.27	+.23	4.70	4.57	+.13	4.40	4.18	+.22
	5	109.1	6.10	5.98	+.12	6.40	5.99	+.41	6.10	6.12	-.02	6.20	6.15	+.05
MELWOOD	3	92.6	3.50	3.16	+.34	3.90	3.16	+.74 *	3.90	3.52	+.38	3.90	3.27	+.63 *
	5	98.2	5.10	5.14	-.04	5.30	5.19	+.11	5.50	5.33	+.17	5.40	5.37	+.03
MIDDLETON VALLEY	3	105.0	3.80	3.88	-.08	3.80	3.94	-.14	4.20	4.27	-.07	3.80	3.92	-.12
	5	105.6	5.80	5.70	+.10	5.90	5.73	+.17	5.90	5.87	+.03	6.00	5.90	+.10
MONTPELIER	3	110.4	4.20	4.18	+.02	4.50	4.29	+.21	4.80	4.61	+.19	4.30	4.17	+.13
	5	107.1	6.10	5.74	+.36	6.40	5.81	+.59 *	6.00	5.90	+.10	6.20	5.94	+.26
MORNINGSIDE	3	89.7	3.10	2.98	+.12	3.10	2.97	+.13	3.20	3.35	-.15	3.20	3.11	+.09
	5	90.8	4.40	4.61	-.21	4.60	4.66	-.06	4.70	4.80	-.10	4.90	4.86	+.04
MT RAINIER	3	83.2	2.60	2.56	+.04	2.70	2.54	+.16	2.80	2.94	-.14	2.70	2.76	-.06
	5	93.6	4.60	4.65	-.05	4.80	4.75	+.05	4.70	4.94	-.24	4.80	4.99	-.19
NORTH FORESTVILLE	3	99.6	3.50	3.56	-.06	3.50	3.60	-.10	4.00	3.94	+.06	3.70	3.63	+.07
	5	95.1	4.90	4.96	-.06	5.20	4.99	+.21	5.50	5.13	+.37	5.30	5.18	+.12
O W PHAIR	3	102.1	4.00	3.68	+.32	4.10	3.75	+.35	4.40	4.10	+.30	3.90	3.74	+.16
	5	99.6	5.40	5.18	+.22	5.50	5.26	+.24	5.20	5.38	-.18	5.40	5.43	-.03

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LAUREL	3	98.7	3.10	3.46	-.36	3.20	3.51	-.31	3.50	3.87	-.37	3.30	3.56	-.26
	5	96.1	5.20	4.83	+.37	5.00	4.92	+.08	5.10	5.12	-.02	5.10	5.17	-.07
LEWISDALE	3	96.0	3.40	3.29	+.11	3.50	3.33	+.17	3.80	3.70	+.10	3.50	3.41	+.09
	5	97.8	5.40	4.98	+.42	5.50	5.06	+.44	5.30	5.25	+.05	5.70	5.30	+.40
LONGFIELDS	3	94.5	3.50	3.19	+.31	3.50	3.24	+.26	3.70	3.61	+.09	3.50	3.33	+.17
	5	95.6	4.90	4.79	+.11	4.70	4.88	-.18	5.20	5.09	+.11	5.00	5.13	-.13
LYNDON HILL	3	97.2	3.30	3.36	-.06	3.30	3.41	-.11	3.40	3.78	-.38	3.40	3.48	-.08
	5	98.3	4.80	5.02	-.22	4.90	5.10	-.20	4.60	5.29	-.69 *	5.00	5.33	-.33
MAGNOLIA	3	104.0	3.90	3.80	+.10	3.90	3.87	+.03	4.20	4.20	+.00	4.00	3.85	+.15
	5	100.3	5.00	5.19	-.19	5.10	5.26	-.16	5.30	5.44	-.14	5.20	5.48	-.28
MARG A EDMONSTON	3	107.9	4.10	4.05	+.05	4.30	4.13	+.17	4.50	4.44	+.06	4.30	4.06	+.24
	5	98.5	5.20	5.04	+.16	5.50	5.12	+.38	5.40	5.31	+.09	5.40	5.35	+.05
MARGARET BRENT	3	94.7	3.50	3.20	+.30	3.40	3.25	+.15	3.80	3.62	+.18	3.60	3.34	+.26
	5	102.3	5.40	5.36	+.04	5.40	5.42	-.02	5.50	5.59	-.09	5.80	5.63	+.17
MATTAPONI	3	102.7	3.80	3.72	+.08	4.00	3.78	+.22	4.30	4.12	+.18	3.90	3.78	+.12
	5	103.2	5.80	5.44	+.36	6.10	5.50	+.60	5.60	5.66	-.06	5.90	5.70	+.20
MATTHEW HENSON	3	98.3	3.20	3.43	-.23	2.90	3.49	-.59 *	3.40	3.84	-.44	3.10	3.54	-.44
	5	95.4	4.50	4.77	-.27	4.80	4.87	-.07	4.80	5.07	-.27	5.00	5.12	-.12
MCCORMICK	5	98.8	5.00	5.06	-.06	5.20	5.14	+.06	5.00	5.33	-.33	5.30	5.37	-.07
MEADOWBROOK	3	110.0	4.30	4.18	+.12	4.50	4.27	+.23	4.70	4.57	+.13	4.40	4.18	+.22
	5	109.1	6.10	5.95	+.15	6.40	5.97	+.43	6.10	6.11	-.01	6.20	6.14	+.06
MELWOOD	3	92.6	3.50	3.07	+.43	3.90	3.11	+.79 *	3.90	3.49	+.41	3.90	3.23	+.67
	5	98.2	5.10	5.01	+.09	5.30	5.09	+.21	5.50	5.28	+.22	5.40	5.33	+.07
MIDDLETON VALLEY	3	105.0	3.80	3.86	-.06	3.80	3.93	-.13	4.20	4.26	-.06	3.80	3.91	-.11
	5	105.6	5.80	5.65	+.15	5.90	5.69	+.21	5.90	5.84	+.06	6.00	5.88	+.12
MONTPELIER	3	110.4	4.20	4.21	-.01	4.50	4.29	+.21	4.80	4.60	+.20	4.30	4.20	+.10
	5	107.1	6.10	5.78	+.32	6.40	5.81	+.59	6.00	5.96	+.04	6.20	5.99	+.21
MORNINGSIDE	3	89.7	3.10	2.88	+.22	3.10	2.92	+.18	3.20	3.31	-.11	3.20	3.07	+.13
	5	90.8	4.40	4.37	+.03	4.60	4.50	+.10	4.70	4.72	-.02	4.90	4.78	+.12
MT RAINIER	3	83.2	2.60	2.46	+.14	2.70	2.48	+.22	2.80	2.91	-.11	2.70	2.71	-.01
	5	93.6	4.60	4.62	-.02	4.80	4.72	+.08	4.70	4.93	-.23	4.80	4.98	-.1
NORTH FORESTVILLE	3	99.6	3.50	3.52	-.02	3.50	3.57	-.07	4.00	3.93	+.07	3.70	3.61	+.09
	5	95.1	4.90	4.74	+.16	5.20	4.84	+.36	5.50	5.05	+.45	5.30	5.10	+.20
O W PHAIR	3	102.1	4.00	3.68	+.32	4.10	3.74	+.36	4.40	4.08	+.32	3.90	3.75	+.15
	5	99.6	5.40	5.13	+.27	5.50	5.21	+.29	5.20	5.39	-.19	5.40	5.43	-.03

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
OAKCREST	* PRE K-6	455	19.8	94.4	22.0	1.0	7.6	15.0	19.6	8.8	12.6	12006.0
OAKLANDS	K-6	666	2[illegible].5	95.2	26.3	2.0	12.5	26.0	29.0	3.5	12.5	11348.0
OVERLOOK	K-6	370	21.0	96.3	16.6	1.0	6.9	20.0	35.2	3.4	12.5	12731.0
OWENS ROAD	K-6	479	20.4	94.8	22.5	1.0	10.5	11.0	16.2	6.6	12.4	11429.0
OXON HILL	K-6	595	25.2	95.8	22.6	1.0	10.2	16.0	17.4	3.2	12.4	12853.0
PAINT BRANCH	K-6	560	21.4	93.0	25.2	1.0	6.6	11.0	15.3	8.2	12.3	11823.0
PALMER PARK	K-6	492	20.2	93.2	22.4	2.0	7.7	20.5	30.3	6.5	12.3	10953.0
PANORAMA	K-6	263	22.9	94.8	10.5	1.0	11.9	23.0	23.5	5.5	12.4	12354.0
PARKLAWN	K-6	354	20.8	93.4	15.5	1.5	9.6	40.7	40.0	2.4	12.2	13039.0
PARKWAY	K-6	359	22.3	93.8	15.1	1.0	11.2	16.0	21.7	3.5	12.4	11127.0
PATUXENT	K-6	722	22.6	96.8	30.0	2.0	9.2	28.5	15.6	10.7	12.2	12819.0
POINTER RIDGE	K-6	733	23.9	95.5	28.6	2.0	5.8	13.3	20.6	5.5	12.5	13812.0
POWDER MILL	K-6	625	21.0	94.2	27.8	2.0	9.5	14.7	20.5	3.4	12.6	13370.0
PRINCETON	K-6	477	21.4	94.8	21.3	1.0	8.1	16.0	24.7	3.8	12.3	11475.0
RANDOLPH VILLAGE	K-6	482	21.1	90.8	21.8	1.0	7.9	9.5	17.5	10.7	12.3	11607.0
RIDGECREST	K-6	588	19.8	96.0	27.7	2.0	8.9	25.0	21.9	4.2	12.6	13351.0
RITCHIE	K-6	553	23.5	98.5	22.5	1.0	10.8	17.5	26.8	7.0	12.3	12423.0
RIVERDALE	K-6	688	21.0	93.5	30.8	2.0	9.2	8.0	20.1	8.3	12.2	10611.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
OAKCREST	3	96.3	3.70	3.38	+.32	3.70	3.40	+.30	4.00	3.76	+.24	3.80	3.46	+.34
	5	99.0	5.10	5.20	-.10	5.20	5.25	-.05	5.40	5.35	+.05	5.40	5.41	-.01
OAKLANDS	3	99.0	3.60	3.52	+.08	3.70	3.57	+.13	3.80	3.92	-.12	3.60	3.59	+.01
	5	95.4	5.10	4.93	+.17	5.20	4.99	+.21	5.10	5.10	+.00	5.20	5.16	+.04
OVERLOOK	3	98.6	3.10	3.51	-.41	3.30	3.54	-.24	3.40	3.89	-.49	3.30	3.58	-.28
	5	96.0	5.00	5.02	-.02	5.00	5.05	-.05	5.10	5.17	-.07	5.00	5.23	-.23
OWENS ROAD	3	96.1	3.20	3.35	-.15	3.10	3.38	-.28	3.50	3.74	-.24	3.00	3.44	-.44 *
	5	92.2	5.00	4.72	+.28	4.60	4.77	-.17	5.30	4.88	+.42	5.00	4.95	+.05
OXON HILL	3	96.8	3.60	3.40	+.20	3.50	3.43	+.07	3.90	3.78	+.12	3.60	3.49	+.11
	5	97.9	5.00	5.14	-.14	5.10	5.18	-.08	5.00	5.31	-.31	5.20	5.36	-.16
PAINT BRANCH	3	95.8	3.10	3.33	-.23	3.10	3.36	-.26	3.30	3.72	-.42	3.30	3.43	-.13
	5	92.8	4.80	4.76	+.04	4.90	4.81	+.09	4.80	4.94	-.14	4.90	5.00	-.10
PALMER PARK	3	92.8	3.20	3.16	+.04	3.30	3.17	+.13	3.60	3.54	+.06	3.60	3.27	+.33
	5	95.3	4.70	4.90	-.20	4.70	4.97	-.27	5.00	5.08	-.08	4.90	5.14	-.24
PANORAMA	3	100.3	3.70	3.60	+.10	3.50	3.65	-.15	4.10	3.99	+.11	3.60	3.66	-.06
	5	98.6	5.60	5.17	+.43	5.80	5.22	+.58	5.70	5.34	+.36	5.60	5.39	+.21
PARKLAWN	3	96.3	3.00	3.37	-.37	3.30	3.39	-.09	3.60	3.74	-.14	3.50	3.46	+.04
	5	98.7	4.90	5.19	-.29	5.10	5.22	-.12	5.30	5.37	-.07	5.20	5.42	-.22
PARKWAY	3	94.7	3.30	3.27	+.03	3.50	3.29	+.21	3.80	3.66	+.14	3.70	3.37	+.33
	5	98.6	5.40	5.12	+.28	5.50	5.19	+.31	5.50	5.31	+.19	5.90	5.36	+.54 *
PATUXENT	3	96.9	3.30	3.40	-.10	3.20	3.42	-.22	3.50	3.78	-.28	3.50	3.49	+.01
	5	94.1	4.70	4.88	-.18	4.80	4.91	-.11	4.90	5.05	-.15	5.30	5.11	+.19
POINTER RIDGE	3	98.7	3.70	3.52	+.18	3.70	3.55	+.15	3.80	3.89	-.09	3.70	3.59	+.11
	5	105.3	5.70	5.67	+.03	5.70	5.70	+.00	5.80	5.83	-.03	5.80	5.87	-.07
POWDER MILL	3	100.9	3.40	3.65	-.25	3.70	3.69	+.01	4.00	4.03	-.03	4.00	3.70	+.30
	5	104.2	5.60	5.59	+.01	5.90	5.63	+.27	5.80	5.74	+.06	6.00	5.78	+.22
PRINCETON	3	103.4	3.60	3.76	-.16	3.60	3.84	-.24	3.80	4.17	-.37	3.70	3.81	-.11
	5	99.1	5.30	5.16	+.14	5.30	5.23	+.07	5.30	5.35	-.05	5.60	5.40	+.20
RANDOLPH VILLAGE	3	94.8	3.20	3.27	-.07	3.20	3.30	-.10	3.60	3.66	-.06	3.60	3.37	+.23
	5	95.8	5.00	4.95	+.05	5.10	5.01	+.09	5.10	5.13	-.03	5.30	5.19	+.11
RIDGECREST	3	105.5	4.10	3.90	+.20	4.00	3.98	+.02	4.60	4.30	+.30	3.90	3.93	-.03
	5	100.5	5.70	5.34	+.36	5.60	5.37	+.23	5.60	5.49	+.11	5.50	5.54	-.04
RITCHIE	3	95.0	3.50	3.29	+.21	3.40	3.31	+.09	3.80	3.67	+.13	3.40	3.39	+.01
	5	97.7	5.20	5.11	+.09	5.10	5.15	-.05	5.30	5.28	+.02	5.10	5.33	-.23
RIVERDALE	3	93.8	3.10	3.20	-.10	3.10	3.23	-.13	3.60	3.60	+.00	3.70	3.32	+.38
	5	95.2	4.70	4.87	-.17	4.90	4.95	-.05	5.10	5.07	+.03	5.10	5.13	-.03

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
OAKCREST	3	96.3	3.70	3.31	+.39	3.70	3.35	+.35	4.00	3.72	+.28	3.80	3.43	+.37
	5	99.0	5.10	5.08	+.02	5.20	5.16	+.04	5.40	5.34	+.06	5.40	5.39	+.01
OAKLANDS	3	99.0	3.60	3.48	+.12	3.70	3.53	+.17	3.80	3.89	-.09	3.60	3.58	+.02
	5	95.4	5.10	4.77	+.33	5.20	4.87	+.33	5.10	5.07	+.03	5.20	5.12	+.08
OVERLOOK	3	98.6	3.10	3.45	-.35	3.30	3.51	-.21	3.40	3.86	-.46	3.30	3.56	-.26
	5	96.0	5.00	4.82	+.18	5.00	4.92	+.08	5.10	5.12	-.02	5.00	5.16	-.16
OWENS ROAD	3	96.1	3.20	3.29	-.09	3.10	3.34	-.24	3.50	3.71	-.21	3.00	3.42	-.42
	5	92.2	5.00	4.50	+.50	4.60	4.61	-.01	5.30	4.83	+.47	5.00	4.88	+.12
OXON HILL	3	96.8	3.60	3.34	+.26	3.50	3.39	+.11	3.90	3.75	+.15	3.60	3.46	+.14
	5	97.9	5.00	4.99	+.01	5.10	5.07	+.03	5.00	5.26	-.26	5.20	5.30	-.10
PAINT BRANCH	3	95.8	3.10	3.27	-.17	3.10	3.32	-.22	3.30	3.69	-.39	3.30	3.40	-.10
	5	92.8	4.80	4.55	+.25	4.90	4.66	+.24	4.80	4.87	-.07	4.90	4.93	-.03
PALMER PARK	3	92.8	3.20	3.08	+.12	3.30	3.12	+.18	3.60	3.50	+.10	3.60	3.24	+.36
	5	95.3	4.70	4.76	-.06	4.70	4.86	-.16	5.00	5.06	-.06	4.90	5.11	-.21
PANORAMA	3	100.3	3.70	3.56	+.14	3.50	3.62	-.12	4.10	3.97	+.13	3.60	3.65	-.05
	5	98.6	5.60	5.05	+.55	5.80	5.13	+.67 *	5.70	5.31	+.39	5.60	5.36	+.24
PARKLAWN	3	96.3	3.00	3.31	-.31	3.30	3.35	-.05	3.60	3.72	-.12	3.50	3.43	+.07
	5	98.7	4.90	5.05	-.15	5.10	5.13	-.03	5.30	5.32	-.02	5.20	5.36	-.16
PARKWAY	3	94.7	3.30	3.20	+.10	3.50	3.25	+.25	3.80	3.62	+.18	3.70	3.34	+.36
	5	99.6	5.40	5.05	+.35	5.50	5.13	+.37	5.50	5.31	+.19	5.90	5.36	+.54
PATUXENT	3	96.9	3.30	3.34	-.04	3.20	3.39	-.19	3.50	3.76	-.26	3.50	3.46	+.04
	5	94.1	4.70	4.66	+.04	4.80	4.76	+.04	4.90	4.97	-.07	5.30	5.02	+.28
POINTER RIDGE	3	98.7	3.70	3.46	+.24	3.70	3.51	+.19	3.80	3.87	-.07	3.70	3.56	+.14
	5	105.3	5.70	5.62	+.08	5.70	5.67	+.03	5.80	5.82	-.02	5.80	5.85	-.05
POWDER MILL	3	100.9	3.40	3.60	-.20	3.70	3.66	+.04	4.00	4.01	-.01	4.00	3.68	+.32
	5	104.2	5.60	5.53	+.07	5.90	5.58	+.32	5.80	5.74	+.06	6.00	5.77	+.23
PRINCETON	3	103.4	3.60	3.76	-.16	3.60	3.83	-.23	3.80	4.16	-.36	3.70	3.82	-.12
	5	99.1	5.30	5.09	+.21	5.30	5.17	+.13	5.30	5.35	-.05	5.60	5.39	+.21
RANDOLPH VILLAGE	3	94.8	3.20	3.21	-.01	3.20	3.26	-.06	3.60	3.63	-.03	3.60	3.35	+.25
	5	95.8	5.00	4.81	+.19	5.10	4.90	+.20	5.10	5.10	+.00	5.30	5.15	+.15
RIDGECREST	3	105.5	4.10	3.90	+.20	4.00	3.97	+.03	4.60	4.29	+.31	3.90	3.93	-.03
	5	100.5	5.70	5.21	+.49	5.60	5.28	+.32	5.60	5.46	+.14	5.50	5.50	+.00
RITCHIE	3	95.0	3.50	3.22	+.28	3.40	3.27	+.13	3.80	3.64	+.16	3.40	3.36	+.04
	5	97.7	5.20	4.97	+.23	5.10	5.05	+.05	5.30	5.25	+.05	5.10	5.29	-.19
RIVERDALE	3	93.8	3.10	3.14	-.04	3.10	3.19	-.09	3.60	3.56	+.04	3.70	3.29	+.41
	5	95.2	4.70	4.75	-.05	4.90	4.85	+.05	5.10	5.06	+.04	5.10	5.10	+.00

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
RIVERDALE HILLS	K-6	417	21.3	94.4	18.6	1.0	8.7	38.0	20.4	6.3	12.2	10920.0
ROBERT FROST	K-6	428	21.9	92.4	18.5	1.0	8.7	21.0	17.9	3.3	12.5	139[illegible]4.0
ROCKLEDGE	K-6	676	22.5	97.6	28.0	2.0	10.3	18.5	17.0	2.2	12.8	15712.0
ROGERS HEIGHTS	K-6	610	21.4	87.5	27.1	2.0	10.3	11.5	25.8	7.7	12.3	11153.0
ROSE VALLEY	K-6	662	20.8	96.7	30.8	1.0	7.2	14.7	22.3	2.5	12.6	14730.0
ROSECROFT PARK	PRE K-6	441	16.7	97.2	25.3	1.0	10.4	16.5	14.8	3.8	12.4	13317.0
SAMUEL F B MORSE	PRE K-6	611	22.8	90.7	25.8	1.0	7.3	10.0	21.3	3.2	12.8	11801.0
SAMUEL CHASE	K-6	521	22.5	93.4	22.1	1.0	9.6	14.0	10.8	3.5	12.6	13145.0
SANDYMOUNT	K-6	464	21.8	95.6	20.3	1.0	7.8	40.0	25.8	10.6	12.2	11284.0
SEABROOK	K-6	557	21.7	97.1	24.7	1.0	10.0	25.0	18.3	2.6	12.5	13957.0
SEAT PLEASANT	K-6	482	20.3	94.0	22.8	1.0	6.1	27.0	16.8	8.9	12.2	10512.0
SHADYSIDE	K-6	397	23.0	95.1	16.3	1.0	9.6	15.4	25.8	7.1	12.3	11229.0
SILVER HILL	K-6	359	22.7	94.3	14.3	1.5	11.6	22.0	9.5	5.5	12.4	12183.0
SKYLINE	K-6	410	19.2	94.8	20.3	1.0	8.7	14.0	14.1	6.6	12.2	11125.0
SOMERSET	K-6	542	22.4	96.1	23.2	1.0	10.2	32.0	29.7	2.5	12.8	16301.0
SPRINGHILL LAKE	K-6	671	22.0	95.4	28.5	2.0	8.8	14.5	23.9	7.1	13.0	11865.0
SURRATTSVILLE ELEM	K-6	543	23.4	96.6	22.2	1.0	11.6	25.0	16.7	1.9	12.3	15035.0
TALL OAKS	K-6	377	23.4	94.4	15.1	1.0	9.1	23.0	12.4	3.7	12.6	14471.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
RIVERDALE HILLS	3 5	98.1 96.7	3.20 5.00	3.45 4.98	-.25 +.02	3.00 5.00	3.50 5.05	-.50 -.05	3.80 5.10	3.85 5.18	-.05 -.08	3.30 5.40	3.54 5.23	-.24 +.17
ROBERT FROST	3 5	96.7 94.8	3.30 4.60	3.41 4.98	-.11 -.38	3.10 4.60	3.42 4.99	-.32 -.39	3.50 4.80	3.77 5.13	-.27 -.33	3.30 5.00	3.49 5.18	-.19 -.18
ROCKLEDGE	3 5	106.4 104.7	4.20 5.90	3.99 5.72	+.21 +.18	4.40 5.90	4.04 5.71	+.36 +.19	4.60 6.00	4.36 5.84	+.24 +.16	4.10 5.90	4.00 5.87	+.10 +.03
ROGERS HEIGHTS	3 5	95.7 95.3	3.30 4.90	3.32 4.90	-.02 +.00	3.50 5.10	3.36 4.97	+.14 +.13	3.60 5.20	3.72 5.09	-.12 +.11	3.40 5.10	3.42 5.14	-.02 -.04
ROSE VALLEY	3 5	106.2 104.7	4.00 5.70	3.96 5.67	+.04 +.03	4.30 5.70	4.02 5.68	+.28 +.02	4.20 5.50	4.34 5.82	-.14 -.32	4.00 5.60	3.98 5.85	+.02 -.25
ROSECROFT PARK	3 5	102.5 99.6	3.80 5.20	3.73 5.27	+.07 -.07	3.80 5.20	3.79 5.30	+.01 -.10	4.00 5.30	4.12 5.43	-.12 -.13	3.70 5.60	3.78 5.48	-.08 +.12
SAMUEL F B MORSE	3 5	94.4 92.9	3.20 4.50	3.27 4.80	-.07 -.30	3.40 4.60	3.29 4.85	+.11 -.25	3.40 4.60	3.65 4.94	-.25 -.34	3.40 4.90	3.36 5.00	+.04 -.10
SAMUEL CHASE	3 5	101.9 102.4	4.00 5.40	3.70 5.46	+.30 -.06	4.40 5.60	3.75 5.50	+.65 * +.10	4.20 5.50	4.09 5.62	+.11 -.12	3.80 5.60	3.75 5.66	+.05 -.06
SANDYMOUNT	3 5	96.9 99.8	3.20 4.90	3.39 5.20	-.19 -.30	3.30 4.90	3.43 5.27	-.13 -.37	3.60 4.90	3.78 5.40	-.18 -.50	3.50 5.10	3.48 5.44	+.02 -.34
SEABROOK	3 5	100.6 101.2	3.60 5.30	3.63 5.40	-.03 -.10	3.50 5.40	3.67 5.42	-.17 -.02	3.90 5.50	4.00 5.56	-.10 -.06	3.70 5.70	3.69 5.60	+.01 +.10
SEAT PLEASANT	3 5	97.6 94.2	3.30 4.60	3.42 4.80	-.12 -.20	3.10 4.80	3.47 4.88	-.37 -.08	4.10 4.60	3.83 5.00	+.27 -.40	3.80 4.90	3.51 5.06	+.29 -.16
SHADYSIDE	3 5	98.0 98.4	3.20 4.90	3.45 5.11	-.25 -.21	3.10 5.00	3.50 5.18	-.40 -.18	3.70 5.20	3.85 5.30	-.15 -.10	3.30 5.20	3.53 5.35	-.23 -.15
SILVER HILL	3 5	93.0 97.6	2.90 4.60	3.18 5.10	-.28 -.50	2.80 4.80	3.19 5.15	-.39 -.35	3.10 4.70	3.55 5.27	-.45 -.57	3.00 4.80	3.29 5.32	-.29 -.52
SKYLINE	3 5	93.2 100.1	3.60 5.50	3.18 5.21	+.42 +.29	3.40 5.30	3.20 5.29	+.20 +.01	3.90 5.60	3.56 5.41	+.34 +.19	3.50 5.40	3.29 5.46	+.21 -.06
SOMERSET	3 5	103.4 103.5	3.90 6.00	3.82 5.66	+.08 +.34	4.00 6.00	3.85 5.63	+.15 +.37	4.10 6.00	4.18 5.78	-.08 +.22	4.10 6.00	3.85 5.81	+.25 +.19
SPRINGHILL LAKE	3 5	98.4 97.9	3.80 5.20	3.51 5.14	+.29 +.06	3.60 5.30	3.55 5.20	+.05 +.10	4.00 5.30	3.89 5.27	+.11 +.03	3.60 5.40	3.57 5.33	+.03 +.07
SURRATTSVILLE ELEM	3 5	102.7 102.4	3.80 5.70	3.75 5.51	+.05 +.19	4.10 5.70	3.79 5.51	+.31 +.19	3.90 5.70	4.12 5.67	-.22 +.03	3.70 5.80	3.80 5.71	-.10 +.09
TALL OAKS	3 5	97.7 98.8	3.40 5.30	3.47 5.27	-.07 +.03	3.60 5.70	3.49 5.28	+.11 +.42	3.80 5.20	3.83 5.41	-.03 -.21	3.50 5.60	3.55 5.46	-.05 +.14

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
RIVERDALE HILLS	3	98.1	3.20	3.42	-.22	3.00	3.47	-.47	3.80	3.83	-.03	3.30	3.53	-.23
	5	96.7	5.00	4.88	+.12	5.00	4.97	+.03	5.10	5.17	-.07	5.40	5.22	+.18
ROBERT FROST	3	96.7	3.30	3.33	-.03	3.10	3.38	-.28	3.50	3.74	-.24	3.30	3.45	-.15
	5	94.8	4.60	4.72	-.12	4.60	4.82	-.22	4.80	5.03	-.23	5.00	5.07	-.07
ROCKLEDGE	3	106.4	4.20	3.95	+.25	4.40	4.03	+.37	4.60	4.35	+.25	4.10	3.98	+.12
	5	104.7	5.90	5.57	+.33	5.90	5.62	+.28	6.00	5.78	+.22	5.90	5.81	+.09
ROGERS HEIGHTS	3	95.7	3.30	3.27	+.03	3.50	3.31	+.19	3.60	3.68	-.08	3.40	3.40	+.00
	5	95.3	4.90	4.76	+.14	5.10	4.86	+.24	5.20	5.06	+.14	5.10	5.11	-.01
ROSE VALLEY	3	106.2	4.00	3.94	+.06	4.30	4.01	+.29	4.20	4.34	-.14	4.00	3.97	+.03
	5	104.7	5.70	5.57	+.13	5.70	5.62	+.08	5.50	5.78	-.28	5.60	5.81	-.21
ROSECROFT PARK	3	102.5	3.80	3.70	+.10	3.80	3.77	+.03	4.00	4.11	-.11	3.70	3.77	-.07
	5	99.6	5.20	5.13	+.07	5.20	5.21	-.01	5.30	5.39	-.09	5.60	5.43	+.17
SAMUEL F B MORSE	3	94.4	3.20	3.18	+.02	3.40	3.23	+.17	3.40	3.60	-.20	3.40	3.33	+.07
	5	92.9	4.50	4.56	-.06	4.60	4.67	-.07	4.60	4.88	-.28	4.90	4.93	-.03
SAMUEL CHASE	3	101.9	4.00	3.66	+.34	4.40	3.73	+.67 *	4.20	4.07	+.13	3.80	3.74	+.06
	5	102.4	5.40	5.37	+.03	5.60	5.43	+.17	5.50	5.60	-.10	5.60	5.64	-.04
SANDYMOUNT	3	96.9	3.20	3.34	-.14	3.30	3.39	-.09	3.60	3.76	-.16	3.50	3.46	+.04
	5	99.8	4.90	5.15	-.25	4.90	5.22	-.32	4.90	5.40	-.50	5.10	5.45	-.35
SEABROOK	3	100.6	3.60	3.58	+.02	3.50	3.64	-.14	3.90	3.99	-.09	3.70	3.67	+.03
	5	101.2	5.30	5.27	+.03	5.40	5.33	+.07	5.50	5.51	-.01	5.70	5.55	+.15
SEAT PLEASANT	3	97.6	3.30	3.39	-.09	3.10	3.44	-.34	4.10	3.80	+.30	3.80	3.50	+.30
	5	94.2	4.60	4.67	-.07	4.80	4.77	+.03	4.60	4.98	-.38	4.90	5.03	-.13
SHADYSIDE	3	98.0	3.20	3.41	-.21	3.10	3.47	-.37	3.70	3.83	-.13	3.30	3.52	-.22
	5	98.4	4.90	5.03	-.13	5.00	5.11	-.11	5.20	5.30	-.10	5.20	5.34	-.14
SILVER HILL	3	93.0	2.90	3.09	-.19	2.80	3.14	-.34	3.10	3.51	-.41	3.00	3.25	-.25
	5	97.6	4.60	4.96	-.36	4.80	5.04	-.24	4.70	5.24	-.54	4.80	5.28	-.48
SKYLINE	3	93.2	3.60	3.11	+.49	3.40	3.15	+.25	3.90	3.53	+.37	3.50	3.26	+.24
	5	100.1	5.50	5.17	+.33	5.30	5.25	+.05	5.60	5.43	+.17	5.40	5.47	-.07
SOMERSET	3	103.4	3.90	3.76	+.14	4.00	3.83	+.17	4.10	4.16	-.06	4.10	3.82	+.28
	5	103.5	6.00	5.47	+.53	6.00	5.52	+.48	6.00	5.69	+.31	6.00	5.72	+.28
SPRINGHILL LAKE	3	98.4	3.80	3.44	+.36	3.60	3.49	+.11	4.00	3.85	+.15	3.60	3.54	+.06
	5	97.9	5.20	4.99	+.21	5.30	5.07	+.23	5.30	5.26	+.04	5.40	5.30	+.10
SURRATTSVILLE ELEM	3	102.7	3.80	3.72	+.08	4.10	3.78	+.32	3.90	4.12	-.22	3.70	3.78	-.08
	5	102.4	5.70	5.37	+.33	5.70	5.43	+.27	5.70	5.60	+.10	5.80	5.64	+.16
TALL OAKS	3	97.7	3.40	3.39	+.01	3.60	3.45	+.15	3.80	3.81	-.01	3.50	3.51	-.01
	5	98.8	5.30	5.06	+.24	5.70	5.14	+.56	5.20	5.33	-.13	5.60	5.37	+.23

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‡ SEE CHAPTER 4, SECTION 4.2.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN PERCENT DISAD-VAN-TAGED (10)	SCHOOL AGE CHILDREN MEDIAN EDUCA-TION OF MOTHER (11)	SCHOOL AGE CHILDREN MEDIAN FAMILY INCOME ($) (12)
TANGLEWOOD	K-6	489	22.2	97.1	21.0	1.0	13.5	9.0	36.4	0.9	12.3	13733.0
TAYAC	K-6	642	20.2	95.9	29.8	2.0	8.2	29.0	22.9	3.4	12.5	14572.0
TEMPLE HILLS	K-6	225	23.4	95.6	8.6	1.0	14.1	16.0	15.6	3.9	12.6	13916.0
TEMPLETON	K-6		21.8	93.6	29.2	2.0	10.2	18.2	27.2	7.9	12.1	10444.0
THOMAS ADDISON	K-6	318	21.2	96.4	14.0	1.0	10.5	13.0	34.7	5.4	12.6	13828.0
THOMAS CLAGGETT	K-6	428	21.3	95.4	19.1	1.0	6.9	12.0	28.3	7.4	12.2	10953.0
THOMAS S STONE	K-6	490	24.0	95.6	18.9	1.5	10.1	27.3	9.8	4.8	11.8	9304.0
TULIP GROVE	K-6	591	23.3	96.1	24.4	1.0	11.1	15.0	26.4	5.2	12.6	16020.0
UNIVERSITY PARK	K-6	440	20.6	94.6	20.4	1.0	13.0	13.0	18.2	5.5	12.8	15310.0
VALLEY VIEW	K-6	579	23.0	96.7	23.2	2.0	11.8	24.5	19.8	4.1	12.4	11463.0
WALDON WOODS	K-6	401	20.6	95.1	18.4	1.0	13.0	11.0	28.9	2.1	12.3	13571.0
WEST LANHAM HILLS	K-6	468	21.0	99.6	21.3	1.0	6.8	12.0	16.1	3.8	12.4	12368.0
WHITEHALL	K-6	580	23.2	96.4	24.0	1.0	6.8	12.0	18.0	2.8	12.8	15043.0
WILDERCROFT	K-6	374	20.2	94.3	17.5	1.0	11.4	23.2	17.3	5.8	12.4	11207.0
WILLIAM BEANES	NO RESOURCE DATA AS OF 9/73									8.2	12.3	9395.0
WILLIAM PACA	K-6	482	18.9	96.3	23.3	2.2	8.8	19.5	24.7	5.9	12.4	12504.0
WOODLEY KNOLL	4-6	380	18.7	94.6	19.3	1.0	6.7	31.0	26.1	6.2	12.3	12101.0
WOODMORE	K-6	542	22.3	96.8	23.3	1.0	8.0	17.0	10.7	5.9	12.5	14050.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
TANGLEWOOD	3	94.2	3.80	3.26	+.54 *	4.10	3.26	+.84 *	4.10	3.62	+.48	3.70	3.36	+.34
	5	98.5	5.20	5.21	-.01	5.30	5.23	+.07	5.60	5.37	+.23	5.80	5.42	+.38
TAYAC	3	97.9	3.50	3.48	+.02	3.50	3.50	+.00	3.70	3.84	-.14	3.70	3.56	+.14
	5	100.6	5.30	5.39	-.09	5.40	5.39	+.01	5.20	5.54	-.34	5.70	5.58	+.12
TEMPLE HILLS	3	99.5	3.70	3.57	+.13	3.70	3.60	+.10	3.90	3.94	-.04	3.60	3.63	-.03
	5	99.0	5.30	5.26	+.04	5.30	5.28	+.02	5.30	5.41	-.11	5.5[illegible]	5.46	+.08
TEMPLETON	3	89.4	2.80	2.95	-.15	2.70	2.96	-.26	3.10	3.34	-.24	3.10	3.09	+.01
	5	95.3	4.70	4.87	-.17	5.00	4.95	+.05	4.80	5.07	-.27	5.20	5.13	+.07
THOMAS ADDISON	3	104.0	3.80	3.82	-.02	4.00	3.88	+.12	4.10	4.21	-.11	3.90	3.86	+.04
	5	107.2	5.40	5.80	-.40	5.80	5.83	-.03	6.00	5.96	+.04	5.90	5.99	-.09
THOMAS CLAGGETT	3	97.3	2.80	3.40	-.60 *	2.80	3.45	-.65 *	3.40	3.81	-.41	3.20	3.50	-.30
	5	89.6	4.10	4.51	-.41	4.40	4.57	-.17	4.30	4.70	-.40	4.60	4.77	-.17
THOMAS S STONE	3	103.4	3.70	3.78	-.08	3.80	3.88	-.08	4.30	4.23	+.07	3.90	3.84	+.06
	5	102.6	5.30	5.29	+.01	5.40	5.40	+.00	5.70	5.54	+.16	5.60	5.58	+.02
TULIP GROVE	3	102.0	3.80	3.73	+.07	4.10	3.76	+.34	4.50	4.09	+.41	3.80	3.78	+.02
	5	106.3	5.90	5.82	+.08	6.40	5.81	+.59 *	6.10	5.96	+.14	6.20	5.99	+.21
UNIVERSITY PARK	3	101.9	3.90	3.73	+.17	4.30	3.76	+.54	4.30	4.09	+.21	4.20	3.77	+.43
	5	107.6	5.80	5.89	-.09	6.10	5.90	+.20	6.00	6.02	-.02	6.10	6.06	+.04
VALLEY VIEW	3	97.9	3.50	3.45	+.05	3.40	3.50	-.10	4.10	3.85	+.25	3.80	3.53	+.27
	5	101.5	5.40	5.33	+.07	5.80	5.40	+.40	5.70	5.51	+.19	5.90	5.56	+.34
WALDON WOODS	3	90.0	3.40	3.02	+.38	3.50	3.00	+.50	3.90	3.37	+.53	3.60	3.15	+.45 *
	5	98.7	5.50	5.21	+.29	5.60	5.24	+.36	5.40	5.38	+.02	5,50	5.43	+.07
WEST LANHAM HILLS	3	95.7	3.20	3.34	-.14	3.30	3.36	-.06	3.90	3.72	+.18	3.50	3.43	+.07
	5	95.7	4.40	4.98	-.58	4.70	5.02	-.32	4.80	5.15	-.35	5.00	5.20	-.20
WHITEHALL	3	103.7	4.30	3.83	+.47	4.30	3.87	+.43	4.50	4.20	+.30	4.10	3.86	+.24
	5	102.0	5.80	5.52	+.28	5.90	5.52	+.38	5.80	5.64	+.16	5.90	5.68	+.22
WILDERCROFT	3	92.3	3.00	3.13	-.13	3.20	3.15	+.05	3.30	3.52	-.22	3.30	3.25	+.05
	5	94.7	4.90	4.87	+.03	4.90	4.94	-.04	5.10	5.05	+.05	5.00	5.11	-.11
WILLIAM BEANES	3	97.3	3.20	3.40	-.20	3.30	3.45	-.15	3.40	3.81	-.41	3.40	3.48	-.08
	5	101.7	5.00	5.26	-.26	5.00	5.37	-.37	5.00	5.47	-.47	5.10	5.52	-.42
WILLIAM PACA	3	95.8	3.40	3.34	+.06	3.50	3.36	+.14	3.60	3.72	-.12	3.40	3.43	-.03
	5	93.2	4.90	4.82	+.08	5.10	4.85	+.25	5.00	4.98	+.02	5.30	5.04	+.26
WOODLEY KNOLL	5	93.5	4.80	4.82	-.02	5.00	4.86	+.14	4.90	4.99	-.09	5.20	5.05	+.15
WOODMORE	3	104.7	4.10	3.86	+.24	4.40	3.92	+.48	4.90	4.25	+.65 *	4.50	3.90	+.60 *
	5	100.3	5.50	5.35	+.15	5.80	5.36	+.44	5.50	5.50	+.00	5.70	5.55	+.15

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
TANGLEWOOD	3	94.2	3.80	3.17	+.63 *	4.10	3.22	+.88 *	4.10	3.59	+.51	3.70	3.31	+.39
	5	98.5	5.20	5.04	+.16	5.30	5.12	+.18	5.60	5.31	+.29	5.80	5.35	+.45
TAYAC	3	97.9	3.50	3.41	+.09	3.50	3.46	+.04	3.70	3.82	-.12	3.70	3.52	+.18
	5	100.6	5.30	6.22	+.08	5.40	5.29	+.11	5.20	5.47	-.27	5.70	5.51	+.19
TEMPLE HILLS	3	99.5	3.70	3.51	+.19	3.70	3.57	+.13	3.90	3.92	-.02	3.60	3.60	+.00
	5	99.0	5.30	5.08	+.22	5.30	5.16	+.14	5.30	5.34	-.04	5.50	5.39	+.11
TEMPLETON	3	89.4	2.80	2.80	-.06	2.70	2.90	-.20	3.10	3.29	-.19	3.10	3.05	+.05
	5	95.3	4.70	4.76	-.06	5.00	4.86	+.14	4.40	5.06	-.26	5.20	5.11	+.09
THOMAS ADDISON	3	104.0	3.80	3.80	+.00	4.00	3.87	+.13	4.10	4.20	-.10	3.90	3.85	+.05
	5	107.2	5.40	5.79	-.39	5.80	5.82	-.02	6.00	5.97	+.03	5.90	6.00	-.10
THOMAS CLAGGETT	3	97.3	2.80	3.37	-.57 *	2.80	3.42	-.62 *	3.40	3.78	-.38	3.20	3.48	-.28
	5	89.6	4.10	4.27	-.17	4.40	4.40	+.00	4.30	4.63	-.33	4.60	4.69	-.09
THOMAS S STONE	3	104.4	3.70	3.82	-.12	3.80	3.89	-.09	4.30	4.22	+.08	3.90	3.87	+.03
	5	102.6	5.30	5.39	-.09	5.40	5.45	-.05	5.70	5.62	+.08	5.60	5.65	-.05
TULIP GROVE	3	102.0	3.80	3.67	+.13	4.10	3.73	+.37	4.50	4.07	+.43	3.90	3.74	+.06
	5	106.3	5.90	5.71	+.19	6.40	5.75	+.65 *	6.10	5.90	+.20	6.20	5.93	+.27
UNIVERSITY PARK	3	101.9	3.90	3.66	+.24	4.30	3.73	+.57 *	4.30	4.07	+.23	4.20	3.74	+.46
	5	107.6	5.80	5.82	-.02	6.10	5.85	+.25	6.00	6.00	+.00	6.10	6.03	+.07
VALLEY VIEW	3	97.9	3.50	3.41	+.09	3.40	3.46	-.06	4.10	3.82	+.28	3.80	3.52	+.28
	5	101.5	5.40	5.30	+.10	5.80	5.36	+.44	5.70	5.53	+.17	5.90	5.57	+.33
WALDON WOODS	3	90.0	3.40	2.90	+.50	3.50	2.94	+.56	3.90	3.33	+.57	3.60	3.08	+.52
	5	98.7	5.50	5.05	+.45	5.60	5.13	+.47	5.40	5.32	+.08	5.50	5.36	+.14
WEST LANHAM HILLS	3	95.7	3.20	3.27	-.07	3.30	3.31	-.01	3.90	3.68	+.22	3.50	3.40	+.10
	5	95.7	4.40	4.80	-.40	4.70	4.89	-.19	4.80	5.09	-.29	5.00	5.14	-.14
WHITEHALL	3	103.7	4.30	3.78	+.52	4.30	3.85	+.45	4.50	4.18	+.32	4.10	3.83	+.27
	5	102.0	5.80	5.34	+.46	5.90	5.40	+.50	5.80	5.57	+.23	5.90	5.61	+.29
WILDERCROFT	3	92.3	3.00	3.05	-.05	3.20	3.09	+.11	3.30	3.47	-.17	3.30	3.21	+.09
	5	94.7	4.90	4.71	+.19	4.90	4.81	+.09	5.10	5.02	+.08	5.00	5.07	-.07
WILLIAM BEANES	3	97.3	3.20	3.37	-.17	3.30	3.42	-.12	3.40	3.78	-.38	3.40	3.48	-.08
	5	101.7	5.00	5.31	-.31	5.00	5.38	-.38	5.00	5.55	-.55	5.10	5.59	-.49
WILLIAM PACA	3	95.8	3.40	3.27	+.13	3.50	3.32	+.18	3.60	3.69	-.09	3.40	3.40	+.00
	5	93.2	4.90	4.58	+.32	5.10	4.69	+.41	5.00	4.90	+.10	5.30	4.96	+.34
WOODLEY KNOLL	5	93.5	4.80	4.61	+.19	5.00	4.71	+.29	4.90	4.93	-.03	5.20	4.98	+.22
WOODMORE	3	104.7	4.10	3.84	+.26	4.40	3.91	+.49	4.90	4.24	+.66 *	4.50	3.89	+.61
	5	100.3	5.50	5.19	+.31	5.80	5.26	+.54	5.50	5.44	+.06	5.70	5.48	+.22

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WOODRIDGE	K-6	311	20.1	95.2	14.5	1.0	10.9	16.4	6.3	1.9	12.4	13293.0
YORKTOWN	K-6	640	20.9	90.3	28.6	2.0	7.6	13.9	28.4	2.0	12.7	14884.0
ANDREW JACKSON JR	7-9	779	19.0	89.1	39.0	2.0	7.4	19.6	26.8	8.1	12.3	10456.0
BELAIR JR HIGH	7-9	1018	19.7	93.9	49.5	2.2	7.3	24.1	31.3	3.2	12.8	15790.0
BELTSVILLE JR HIGH	7-9	982	18.5	94.3	50.0	3.0	9.6	26.7	28.3	2.7	12.4	13548.0
BEN D FOULDIS JR	7-9	993	19.3	89.5	49.5	2.0	7.9	19.5	25.2	5.9	12.2	11031.0
BENJ STODDERT JR	7-9	876	18.4	92.2	45.5	2.0	10.6	16.5	29.3	7.6	12.3	11982.0
BENJ TASKER JR	7-9	1266	18.8	91.2	65.0	2.2	8.7	22.7	24.1	5.1	12.6	14684.0
BLADENSBURG JR	7-9	1003	19.1	85.2	49.5	3.0	10.3	25.7	26.7	15.1	12.2	10761.0
BUCK LODGE JR HIGH	7-9	1060	18.3	92.9	55.0	3.0	10.5	15.0	39.7	6.4	12.6	12800.0
CHARLES CARROLL JR	7-9	1057	19.2	89.8	53.0	2.0	8.3	17.0	29.1	3.9	12.4	12755.0
DWIGHT D EISENHOWER	7-9	952	19.4	91.3	47.0	2.0	8.6	24.0	15.3	5.5	12.7	11709.0
EUGENE BURROUGHS JR	7-9	1068	19.1	94.9	53.0	3.0	7.8	20.3	32.1	4.7	12.4	14418.0
FRAN SCOTT KEY JR	7-9	1144	18.7	88.0	58.0	3.0	7.9	25.7	19.7	7.0	12.2	11438.0
FRED SASSCER JR	7-9	915	19.5	93.4	45.0	2.0	8.3	15.0	19.1	9.0	12.3	13336.0
G GARDNER SHUGART	7-9	879	20.0	91.7	42.0	2.0	5.7	12.5	20.5	7.3	12.4	11412.0
GLENRIDGE JR HIGH	7-9	1050	19.3	89.5	51.5	3.0	8.7	15.8	27.5	3.6	12.4	12358.0
GREENBELT JR HIGH	7-9	1058	18.9	93.3	53.0	3.0	10.1	19.3	32.1	7.8	12.5	12185.0
GWYNN PARK JR	7-9	930	19.7	93.1	45.1	2.0	6.9	17.0	21.2	7.8	12.0	10883.0
HYATTSVILLE JR HI	7-9	798	19.9	89.3	38.1	2.0	7.9	20.0	17.7	7.5	12.4	11835.0
JAMES MADISON JR	7-9	823	19.0	93.9	39.9	2.0	7.3	24.5	31.0	5.3	12.3	12250.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WOODRIDGE	3	102.9	3.40	3.75	-.35	3.60	3.81	-.21	3.50	4.14	-.64 *	3.50	3.80	-.30
	5	102.6	4.80	5.46	-.66	5.00	5.50	-.50	4.90	5.64	-.74 *	5.10	5.68	-.58 *
YORKTOWN	3	106.7	4.00	3.99	+.01	4.00	4.06	-.06	4.20	4.37	-.17	4.00	4.01	-.01
	5	110.4	6.10	6.05	+.05	6.30	6.07	+.23	6.30	6.20	+.10	6.30	6.23	+.07
ANDREW JACKSON JR	7	95.2	6.30	6.26	+.04	6.30	6.34	-.04	6.30	6.48	-.18	6.70	6.56	+.14
	9	92.4	7.70	7.64	+.06	7.60	7.25	+.35	7.80	7.58	+.22	8.20	7.62	+.58
BELAIR JR HIGH	7	110.6	7.70	8.02	-.32	7.70	7.95	-.25	7.80	7.95	-.15	7.90	8.19	-.29
	9	109.5	9.60	9.56	+.04	9.10	9.35	-.25	9.50	9.34	+.16	9.40	9.58	-.18
BELTSVILLE JR HIGH	7	106.1	7.10	7.49	-.39	7.10	7.47	-.37	7.10	7.50	-.40	7.50	7.71	-.21
	9	105.8	8.90	9.08	-.18	8.60	8.88	-.28	8.80	8.91	-.11	9.10	9.13	-.03
BEN D FOULOIS JR	7	96.9	6.40	6.46	-.06	6.80	6.53	+.27	6.70	6.65	+.05	6.80	6.76	+.04
	9	95.3	8.10	7.94	+.16	8.10	7.61	+.49	8.00	7.87	+.13	8.20	7.96	+.24
BENJ STODDERT JR	7	100.8	6.40	6.89	-.49	6.50	6.92	-.42	6.70	7.00	-.30	6.80	7.16	-.36
	9	95.3	8.30	8.00	+.30	8.00	7.63	+.37	8.00	7.92	+.08	8.20	7.99	+.21
BENJ TASKER JR	7	108.2	7.40	7.74	-.34	7.50	7.69	-.19	7.40	7.71	-.31	7.80	7.93	-.13
	9	106.6	9.00	9.22	-.22	8.80	8.99	-.19	9.20	9.03	+.17	9.20	9.24	-.04
BLADENSBURG JR	7	97.5	6.20	6.52	-.32	6.20	6.58	-.38	6.20	6.69	-.49	6.60	6.81	-.21
	9	92.2	7.50	7.64	-.14	7.10	7.25	-.15	7.40	7.59	-.19	7.90	7.63	+.27
BUCK LODGE JR HIGH	7	107.3	7.10	7.58	-.48	7.30	7.57	-.27	7.30	7.56	-.26	7.70	7.77	-.07
	9	107.3	9.20	9.18	+.02	8.80	9.02	-.22	9.20	8.99	+.21	9.70	9.25	+.45
CHARLES CARROLL JR	7	100.7	6.70	6.91	-.21	7.00	6.93	+.07	6.90	7.03	-.13	7.30	7.17	+.13
	9	100.8	8.60	8.56	+.04	8.20	8.28	-.08	8.70	8.43	+.27	8.60	8.58	+.02
DWIGHT D EISENHOWER	7	106.0	7.30	7.40	-.10	7.50	7.41	+.09	7.30	7.39	-.09	7.40	7.58	-.18
	9	103.6	8.80	8.77	+.03	8.40	8.56	-.16	8.50	8.60	-.10	8.70	8.81	-.11
EUGENE BURROUGHS JR	7	107.3	7.40	7.65	-.25	7.60	7.61	-.01	7.50	7.64	-.14	7.60	7.86	-.26
	9	105.6	9.20	9.11	+.09	8.80	8.88	-.08	8.90	8.94	-.04	9.10	9.14	-.04
FRAN SCOTT KEY JR	7	100.9	6.10	6.89	-.79	6.20	6.93	-.73 *	6.50	7.00	-.50	6.90	7.16	-.26
	9	97.8	7.70	8.20	-.50	7.50	7.91	-.41	8.00	8.11	[illegible]	8.10	8.23	-.13
FRED SASSCER JR	7	103.6	6.80	7.23	-.43	6.80	7.23	-.43	6.80	7.30	[illegible]	7.10	7.49	-.39
	9	94.0	8.10	7.95	+.15	8.00	7.53	+.47	8.00	7.89	[illegible]	8.70	7.91	+.79 *
G GARDNER SHUGART	7	100.2	6.50	6.81	-.31	6.70	6.85	-.15	6.60	6.92	-.32	6.80	7.06	-.26
	9	97.6	7.90	8.19	-.29	7.00	7.87	-.87 *	8.00	8.08	-.08	8.00	8.19	-.19
GLENRIDGE JR HIGH	7	102.4	6.70	7.07	-.37	6.60	7.09	-.49	6.70	7.15	-.45	7.10	7.32	-.22
	9	97.8	7.90	8.26	-.36	7.90	7.93	-.03	7.90	8.15	-.25	8.10	8.26	-.16
GREENBELT JR HIGH	7	102.8	7.00	7.10	-.10	7.00	7.11	-.11	6.80	7.16	-.36	7.20	7.32	-.12
	9	101.2	8.00	8.57	-.57	7.50	8.30	-.80 *	8.30	8.43	-.13	8.10	8.59	-.49
GWYNN PARK JR	7	96.2	6.60	6.39	+.21	6.70	6.47	+.23	6.70	6.60	+.10	7.00	6.72	+.28
	9	96.7	8.20	8.06	+.14	7.80	7.78	+.02	8.10	7.99	+.11	8.40	8.11	+.29
HYATTSVILLE JR HI	7	98.7	6.80	6.67	+.13	6.70	6.71	-.01	6.90	6.82	+.08	7.10	6.94	+.16
	9	100.1	8.70	8.45	+.25	8.20	8.17	+.03	8.50	8.32	+.18	8.90	8.47	+.43
JAMES MADISON JR	7	102.0	6.80	7.03	-.23	6.80	7.05	-.25	6.70	7.12	-.42	7.00	7.29	-.29
	9	98.2	8.00	8.29	-.29	8.00	7.98	+.02	8.10	8.19	-.09	8.20	8.30	-.10

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED[‡]

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WOODRIDGE	3	102.9	3.40	3.73	-.33	3.60	3.79	-.19	3.50	4.13	-.63 *	3.50	3.79	-.29
	5	102.6	4.80	5.39	-.59	5.00	5.45	-.45	4.90	5.62	-.72 *	5.10	5.65	-.55
YORKTOWN	3	106.7	4.00	3.97	+.03	4.00	4.05	-.05	4.20	4.37	-.17	4.00	4.00	+.00
	5	110.4	6.10	6.06	+.04	6.30	6.08	+.22	6.30	6.21	+.09	6.30	6.23	+.07
ANDREW JACKSON JR	7	95.2	6.30	6.29	+.01	6.30	6.38	-.08	6.30	6.53	-.23	6.70	6.70	+.00
	9	92.4	7.70	7.49	+.21	7.60	7.31	+.29	7.80	7.56	+.24	8.20	7.67	+.53
BELAIR JR HIGH	7	110.6	7.70	7.98	-.28	7.70	7.92	-.22	7.80	7.89	-.09	7.90	8.13	-.23
	9	109.5	9.60	9.45	+.15	9.10	9.32	-.22	9.50	9.25	+.25	9.40	9.53	-.13
BELTSVILLE JR HIGH	7	106.1	7.10	7.49	-.39	7.10	7.47	-.37	7.10	7.49	-.39	7.50	7.72	-.22
	9	105.8	8.90	9.03	-.13	8.60	8.88	-.28	8.80	8.88	-.08	9.10	9.12	-.02
BEN U FOULOIS JR	7	96.9	6.40	6.48	-.08	6.80	6.55	+.25	6.70	6.68	+.02	6.80	6.86	-.06
	9	95.3	8.10	7.83	+.27	8.10	7.65	+.45	8.00	7.85	+.15	8.20	7.98	+.22
BENJ STODDERT JR	7	100.8	6.40	6.90	-.50	6.50	6.94	-.44	6.70	7.03	-.33	6.80	7.22	-.42
	9	95.3	8.30	7.83	+.47	8.00	7.65	+.35	8.00	7.85	+.15	8.20	7.98	+.22
BENJ TASKER JR	7	108.2	7.40	7.72	-.32	7.50	7.68	-.18	7.40	7.68	-.28	7.80	7.91	-.11
	9	106.6	9.00	9.12	-.12	8.80	8.98	-.18	9.20	8.96	+.24	9.20	9.21	-.01
BLADENSBURG JR	7	97.5	6.20	6.54	-.34	6.20	6.61	-.41	6.20	6.73	-.53	6.60	6.92	-.32
	9	92.2	7.50	7.47	+.03	7.10	7.28	-.18	7.40	7.54	-.14	7.90	7.65	+.25
BUCK LODGE JR HIGH	7	107.3	7.10	7.62	-.52	7.30	7.59	-.29	7.30	7.60	-.30	7.70	7.83	-.13
	9	107.3	9.20	9.20	+.00	8.80	9.06	-.26	9.20	9.03	+.17	9.70	9.29	+.41
CHARLES CARROLL JR	7	100.7	6.70	6.89	-.19	7.00	6.93	+.07	6.90	7.02	-.12	7.30	7.21	+.09
	9	100.8	8.60	8.45	+.15	8.20	8.29	-.09	8.70	8.39	+.31	8.60	8.58	+.02
DWIGHT D EISENHOWER	7	106.0	7.30	7.47	-.17	7.50	7.46	+.04	7.30	7.49	-.19	7.40	7.71	-.31
	9	103.6	8.80	8.78	+.02	8.40	8.62	-.22	8.50	8.67	-.17	8.70	8.89	-.19
EUGENE BURROUGHS JR	7	107.3	7.40	7.62	-.22	7.60	7.59	+.01	7.50	7.60	-.10	7.60	7.83	-.23
	9	105.6	9.20	9.00	+.20	8.80	8.86	-.06	8.90	8.86	+.04	9.10	9.10	+.00
FRAN SCOTT KEY JR	7	100.9	6.10	6.91	-.81	6.20	6.95	-.75 *	6.50	7.03	-.53	6.90	7.23	-.33
	9	97.8	7.70	8.11	-.41	7.50	7.94	-.44	8.00	8.09	-.09	8.10	8.26	-.16
FRED SASSCER JR	7	103.6	6.80	7.21	-.41	6.80	7.22	-.42	6.80	7.27	-.47	7.10	7.48	-.38
	9	94.0	8.10	7.68	+.42	8.00	7.49	+.51	8.00	7.72	+.28	8.70	7.84	+.86 *
G GARDNER SHUGART	7	100.2	6.50	6.84	-.34	6.70	6.88	-.18	6.60	6.97	-.37	6.80	7.17	-.37
	9	97.6	7.90	8.09	-.19	7.00	7.92	-.92 *	8.00	8.07	-.07	8.00	8.23	-.23
GLENRIDGE JR HIGH	7	102.4	6.70	7.08	-.38	6.60	7.10	-.50	6.70	7.17	-.47	7.10	7.37	-.27
	9	97.8	7.90	8.11	-.21	7.90	7.94	-.04	7.90	8.09	-.19	8.10	8.26	-.16
GREENBELT JR HIGH	7	102.8	7.00	7.12	-.12	7.00	7.14	-.14	6.80	7.20	-.40	7.20	7.41	-.21
	9	101.2	8.00	8.50	-.50	7.50	8.34	-.84 *	8.30	8.43	-.13	8.10	8.63	-.53
GWYNN PARK JR	7	96.2	6.60	6.40	+.20	6.70	6.48	+.22	6.70	6.62	+.08	7.00	6.80	+.20
	9	96.7	8.20	7.99	+.21	7.80	7.81	-.01	8.10	7.98	+.12	8.40	8.14	+.26
HYATTSVILLE JR HI	7	98.7	6.80	6.67	+.13	6.70	6.73	-.03	6.90	6.84	+.06	7.10	7.03	+.07
	9	100.1	8.70	8.37	+.33	8.20	8.21	-.01	8.50	8.32	+.18	8.90	8.51	+.39
JAMES MADISON JR	7	102.0	6.80	7.04	-.24	6.80	7.06	-.26	6.70	7.13	-.43	7.00	7.34	-.34
	9	98.2	8.00	8.16	-.16	8.00	7.99	+.01	8.10	8.13	-.03	8.20	8.30	-.10

[‡] SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
JOHN HANSEN JR HI	7-9	1149	19.6	93.9	56.5	2.0	7.4	16.0	25.6	3.3	12.4	12855.0
KENMOOR JR	7-9	869	18.8	90.0	44.3	2.0	7.4	16.7	19.4	5.4	12.4	12515.0
KENT JR HIGH	7-9	952	16.3	90.6	55.5	3.0	7.4	21.0	21.4	5.7	12.5	13144.0
LAUREL JR HIGH	7-9	758	19.4	94.4	36.0	3.0	10.3	23.0	23.1	6.4	12.3	11897.0
LORD BALTIMORE JR	7-9	1002	18.1	95.2	53.4	2.0	8.3	19.0	28.5	3.2	12.6	14370.0
M LUTHER KING, JR.	7-9	898	18.7	94.3	46.0	2.0	9.0	28.0	27.1	3.8	12.6	13466.0
MARY M BETHUNE JR	7-9	866	18.0	89.1	46.0	2.0	7.7	14.7	20.8	7.7	12.5	12679.0
MT RAINIER JR HI	7-9	648	17.1	87.7	36.0	2.0	8.8	14.5	18.4	4.8	12.0	9873.0
NICHOLAS OREM JR	7-9	753	17.3	93.2	41.5	2.0	8.2	20.3	19.5	3.2	12.4	12721.0
OXON HILL JR	7-9	843	19.4	93.3	41.5	2.0	8.1	24.5	27.6	4.0	12.6	14672.0
ROBERT GODDARD JR	7-9	1110	18.8	91.4	56.0	3.0	8.2	19.3	23.7	6.8	12.4	12321.0
ROGER B TANEY JR	7-9	1080	18.3	94.0	56.0	3.0	9.1	18.9	33.9	4.1	12.5	14306.0
ROLLINGCREST JR HI	7-9	719	18.6	90.9	36.6	2.0	11.6	21.7	35.2	3.9	12.3	10874.0
SAMUEL OGLE JR HI	7-9	1367	18.9	93.8	69.2	3.0	8.8	22.0	33.5	3.2	12.8	14855.0
SPAULDING JR HIGH	7-9	795	18.9	89.9	40.0	2.0	8.2	28.0	23.8	7.3	12.3	11870.0
STEPHEN DECATUR	7-9	728	16.9	96.0	41.0	2.0	9.2	29.0	20.9	3.9	12.4	14185.0
SUITLAND JR HIGH	7-9	754	18.8	93.9	38.1	2.0	8.6	17.0	27.4	7.2	12.3	11232.0
SURRATTSVILLE JR	7-9	914	18.7	94.0	47.0	2.0	10.7	17.3	36.7	2.3	12.3	13920.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(JOHN HANSEN JR - SURRATTSVILLE JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
JOHN HANSEN JR HI	7	105.1	7.20	7.36	-.16	7.40	7.36	+.04	7.10	7.39	-.29	7.60	7.58	+.02
	9	104.4	8.80	8.91	-.11	8.20	8.70	-.50	8.50	8.75	-.25	9.20	8.95	+.25
KENMOOR JR	7	98.5	6.10	6.67	-.57	6.00	6.71	-.71 *	6.30	6.84	-.54	6.80	6.96	-.16
	9	94.9	7.70	7.99	-.29	7.30	7.60	-.30	7.70	7.91	-.21	7.80	7.96	-.16
KENT JR HIGH	7	101.6	6.40	7.01	-.61	6.70	7.02	-.32	6.60	7.11	-.51	6.90	7.27	-.37
	9	98.6	8.20	8.38	-.18	7.80	8.04	-.24	8.10	8.26	-.16	8.40	8.36	+.04
LAUREL JR HIGH	7	108.5	7.60	7.69	-.09	7.50	7.67	-.17	7.30	7.63	-.33	8.10	7.87	+.23
	9	107.6	9.10	9.15	-.05	8.90	9.05	-.15	8.90	8.97	-.07	9.40	9.26	+.14
LORD BALTIMORE JR	7	110.4	7.60	7.96	-.36	7.70	7.90	-.20	7.60	7.88	-.28	8.10	8.13	-.03
	9	107.4	9.30	9.28	+.02	8.70	9.08	-.38	9.20	9.09	+.11	9.30	9.32	-.02
M LUTHER KING, JR	7	105.6	7.10	7.43	-.33	7.30	7.41	-.11	7.10	7.44	-.34	7.60	7.64	-.04
	9	103.6	8.80	8.87	-.07	8.90	8.61	+.29	8.80	8.70	+.10	9.00	8.88	+.12
MARY M BETHUNE JR	7	102.4	6.80	7.08	-.28	7.00	7.09	-.09	6.90	7.16	-.26	7.20	7.32	-.12
	9	100.7	8.30	8.55	-.25	7.90	8.26	-.36	8.40	8.42	-.02	8.60	8.56	+.04
MT RAINIER JR HI	7	96.3	6.00	6.37	-.37	6.10	6.45	-.35	6.30	6.56	-.26	6.80	6.68	+.12
	9	95.8	7.60	7.92	-.32	7.20	7.65	-.45	7.60	7.86	-.26	7.80	7.97	-.17
NICHOLAS OREM JR	7	103.5	6.80	7.20	-.40	6.90	7.20	-.30	6.90	7.25	-.35	7.30	7.43	-.13
	9	102.1	8.40	8.68	-.28	8.00	8.43	-.43	8.20	8.54	-.34	8.70	8.71	-.01
OXON HILL JR	7	107.9	7.50	7.71	-.21	7.50	7.67	-.17	7.60	7.69	-.09	8.00	7.91	+.09
	9	105.9	9.20	9.16	+.04	9.00	8.92	+.08	8.90	8.97	-.07	9.10	9.17	-.07
ROBERT GODDARD JR	7	104.6	6.60	7.30	-.70	6.70	7.30	-.60	6.60	7.33	-.73	7.10	7.52	-.42
	9	100.2	8.40	8.48	-.08	8.00	8.20	-.20	8.30	8.36	-.06	8.50	8.50	+.00
ROGER B TANEY JR	7	105.6	7.30	7.46	-.16	7.40	7.44	-.04	7.40	7.49	-.09	7.60	7.69	-.09
	9	104.8	9.00	9.03	-.03	8.30	8.78	-.48	8.80	8.86	-.06	9.10	9.05	+.05
ROLLINGCREST JR HI	7	101.7	6.70	6.95	-.25	6.70	6.99	-.29	6.90	7.03	-.13	6.80	7.19	-.39
	9	99.4	8.50	8.32	+.18	8.00	8.07	-.07	8.40	8.21	+.19	8.40	8.37	+.03
SAMUEL OGLE JR HI	7	109.4	7.60	7.86	-.26	7.50	7.81	-.31	7.80	7.80	+.00	7.90	8.03	-.13
	9	105.8	9.20	9.16	+.04	9.00	8.90	+.10	9.20	8.97	+.23	9.30	9.16	+.14
SPAULDING JR HIGH	7	96.0	6.00	6.40	-.40	6.00	6.46	-.46	6.30	6.61	-.31	6.50	6.71	-.21
	9	97.8	7.90	8.23	-.33	7.80	7.92	-.12	8.20	8.13	+.07	8.10	8.24	-.14
STEPHEN DECATUR	7	106.3	7.10	7.54	-.44	7.20	7.51	-.31	7.40	7.55	-.15	7.50	7.77	-.27
	9	102.6	8.70	8.81	-.11	8.20	8.54	-.34	8.70	8.67	+.03	9.00	8.83	+.17
SUITLAND JR HIGH	7	96.1	6.00	6.38	-.38	6.20	6.45	-.25	6.30	6.59	-.29	6.50	6.69	-.19
	9	94.4	7.40	7.87	-.47	7.10	7.51	-.41	7.60	7.80	-.20	7.80	7.87	-.07
SURRATTSVILLE JR	7	106.0	7.40	7.50	-.10	7.60	7.48	+.12	7.50	7.52	-.02	8.00	7.73	+.27
	9	106.2	9.00	9.14	-.14	8.70	8.95	-.25	8.90	8.97	-.07	9.60	9.19	+.41

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY AVERAGE GE	VOCABULARY MARYLAND NORM	VOCABULARY DIFFERENCE	READING COMPREHENSION AVERAGE GE	READING COMPREHENSION MARYLAND NORM	READING COMPREHENSION DIFFERENCE	LANGUAGE TOTAL AVERAGE GE	LANGUAGE TOTAL MARYLAND NORM	LANGUAGE TOTAL DIFFERENCE	MATHEMATICAL TOTAL AVERAGE GE	MATHEMATICAL TOTAL MARYLAND NORM	MATHEMATICAL TOTAL DIFFERENCE
JOHN HANSEN JR HI	7	105.1	7.20	7.38	-.18	7.40	7.37	+.03	7.10	7.41	-.31	7.60	7.62	-.02
	9	104.4	8.80	8.87	-.07	8.20	8.72	-.52	8.50	8.74	-.24	9.20	8.97	+.23
KENMOOR JR	7	98.5	6.10	6.65	-.55	6.00	6.71	-.71 *	6.30	6.82	-.52	6.80	7.01	-.21
	9	94.9	7.70	7.78	-.08	7.30	7.60	-.30	7.70	7.81	-.11	7.80	7.94	-.14
KENT JR HIGH	7	101.6	6.40	6.99	-.59	6.70	7.02	-.32	6.60	7.10	-.50	6.90	7.30	-.40
	9	98.6	8.20	8.20	+.00	7.80	8.04	-.24	8.10	8.17	-.07	8.40	8.34	+.06
LAUREL JR HIGH	7	108.5	7.60	7.75	-.15	7.50	7.71	-.21	7.30	7.71	-.41	8.10	7.94	+.16
	9	107.6	9.10	9.23	-.13	8.90	9.09	-.19	8.90	9.06	-.16	9.40	9.32	+.08
LORD BALTIMORE JR	7	110.4	7.60	7.96	-.36	7.70	7.90	-.20	7.60	7.87	-.27	8.10	8.12	-.02
	9	107.4	9.30	9.21	+.09	8.70	9.07	-.37	9.20	9.04	+.16	9.30	9.30	+.00
M LUTHER KING, JR.	7	105.6	7.10	7.43	-.33	7.30	7.42	-.12	7.10	7.45	-.35	7.60	7.67	-.07
	9	103.6	8.80	8.78	+.02	8.90	8.62	+.28	8.80	8.67	+.13	9.00	8.89	+.11
MARY M BETHUNE JR	7	102.4	6.80	7.08	-.28	7.00	7.10	-.10	6.90	7.17	-.27	7.20	7.37	-.17
	9	100.7	8.30	8.44	-.14	7.90	8.28	-.38	8.40	8.38	+.02	8.60	8.57	+.03
MT RAINIER JR HI	7	96.3	6.00	6.41	-.41	6.10	6.49	-.39	6.30	6.63	-.33	6.80	6.81	-.01
	9	95.8	7.60	7.88	-.28	7.20	7.71	-.51	7.60	7.90	-.30	7.80	8.04	-.24
NICHOLAS OREM JR	7	103.5	6.80	7.20	-.40	6.90	7.21	-.31	6.90	7.26	-.36	7.30	7.47	-.17
	9	102.1	8.40	8.60	-.20	8.00	8.45	-.45	8.20	8.52	-.32	8.70	8.72	-.02
OXON HILL JR	7	107.9	7.50	7.68	-.18	7.50	7.65	-.15	7.60	7.65	-.05	8.00	7.88	+.12
	9	105.9	9.20	9.04	+.16	9.00	8.89	+.11	8.90	8.89	+.01	9.10	9.14	-.04
ROBERT GODDARD JR	7	104.6	6.60	7.32	-.72	6.70	7.32	-.62	6.60	7.36	-.76	7.10	7.58	-.48
	9	100.2	8.40	8.39	+.01	8.00	8.22	-.22	8.30	8.33	-.03	8.50	8.52	-.02
ROGER B TANEY JR	7	105.6	7.30	7.43	-.13	7.40	7.42	-.02	7.40	7.45	-.05	7.60	7.67	-.07
	9	104.8	9.00	8.91	+.09	8.30	8.77	-.47	8.80	8.78	+.02	9.10	9.02	+.08
ROLLINGCREST JR HI	7	101.7	6.70	7.00	-.30	6.70	7.03	-.33	6.90	7.10	-.20	6.80	7.31	-.51
	9	99.4	8.50	8.29	+.21	8.00	8.13	-.13	8.40	8.25	+.15	8.40	8.43	-.03
SAMUEL OGLE JR HI	7	109.4	7.60	7.85	-.25	7.50	7.80	-.30	7.80	7.79	+.01	7.90	8.02	-.12
	9	105.8	9.20	9.03	+.17	9.00	8.88	+.12	9.20	8.88	+.32	9.30	9.12	+.18
SPAULDING JR HIGH	7	96.0	6.00	6.38	-.38	6.00	6.46	-.46	6.30	6.60	-.30	6.50	6.78	-.28
	9	97.8	7.90	8.11	-.21	7.80	7.94	-.14	8.20	8.09	+.11	8.10	8.26	-.16
STEPHEN DECATUR	7	106.3	7.10	7.51	-.41	7.20	7.49	-.29	7.40	7.51	-.11	7.50	7.74	-.24
	9	102.6	8.70	8.66	+.04	8.20	8.51	-.31	8.70	8.57	+.13	9.00	8.78	+.22
SUITLAND JR HIGH	7	96.1	6.00	6.39	-.39	6.20	6.47	-.27	6.30	6.61	-.31	6.50	6.79	-.29
	9	94.4	7.40	7.72	-.32	7.10	7.54	-.44	7.60	7.76	-.16	7.80	7.89	-.09
SURRATTSVILLE JR	7	106.0	7.40	7.47	-.07	7.60	7.46	+.14	7.50	7.49	+.01	8.00	7.71	+.29
	9	106.2	9.00	9.07	-.07	8.70	8.93	-.23	8.90	8.92	-.02	9.60	9.17	+.43

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
THOMAS JOHNSON JR	7-9	987	17.9	93.6	52.0	3.0	5.9	17.3	25.5	2.9	12.4	13753.0
THOMAS PULLEN JR	7-9	937	19.1	94.2	47.0	2.0	5.4	17.0	18.4	8.5	12.4	13700.0
WALKER MILL JR	7-9	830	17.7	90.6	45.0	2.0	8.1	25.0	31.9	7.2	12.2	11574.0
WILLIAM WIRT JR	7-9	899	20.0	86.8	43.0	2.0	10.1	23.0	26.7	7.1	12.2	10735.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(THOMAS JOHNSON JR - WILLIAM WIRT JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
THOMAS JOHNSON JR	7	107.5	7.10	7.64	-.54	7.20	7.61	-.41	7.10	7.62	-.52	7.70	7.85	-.15
	9	100.1	8.60	8.56	+.04	8.50	8.23	+.27	8.30	8.43	-.13	8.70	8.55	+.15
THOMAS PULLEN JR	7	106.6	7.00	7.55	-.55	6.60	7.52	-.92 *	6.90	7.55	-.65	7.60	7.76	-.16
	9	103.6	8.80	8.88	-.08	7.40	8.63	-1.23 *	8.50	8.73	-.23	8.50	8.91	-.41
WALKER MILL JR	7	100.6	6.40	6.86	-.46	6.50	6.90	-.40	6.70	6.98	-.28	6.90	7.13	-.23
	9	99.8	8.20	8.40	-.20	7.80	8.14	-.34	8.30	8.29	+.01	8.30	8.44	-.14
WILLIAM WIRT JR	7	101.9	6.70	6.97	-.27	6.70	7.01	-.31	6.80	7.05	-.25	7.00	7.22	-.22
	9	94.6	7.80	7.86	-.06	7.20	7.52	-.32	7.50	7.79	-.29	8.00	7.87	+.13

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
THOMAS JOHNSON JR	7	107.5	7.10	7.64	-.54	7.20	7.61	-.41	7.10	7.62	-.52	7.70	7.85	-.15
	9	100.1	8.60	8.37	+.23	8.50	8.21	+.29	8.30	8.32	-.02	8.70	8.51	+.19
THOMAS PULLEN JR	7	106.6	7.00	7.54	-.54	6.60	7.52	-.92 *	6.90	7.54	-.64	7.60	7.76	-.16
	9	103.6	8.80	8.78	+.02	7.40	8.62	-1.22 *	8.50	8.67	-.17	8.50	8.89	-.39
WALKER MILL JR	7	100.6	6.40	6.88	-.48	6.50	6.92	-.42	6.70	7.01	-.31	6.90	7.21	-.31
	9	99.8	8.20	8.34	-.14	7.80	8.18	-.38	8.30	8.29	+.01	8.30	8.47	-.17
WILLIAM WIRT JR	7	101.9	6.70	7.02	-.32	6.70	7.05	-.35	6.80	7.12	-.32	7.00	7.33	-.33
	9	94.6	7.80	7.75	+.05	7.20	7.56	-.36	7.50	7.78	-.28	8.00	7.91	+.09

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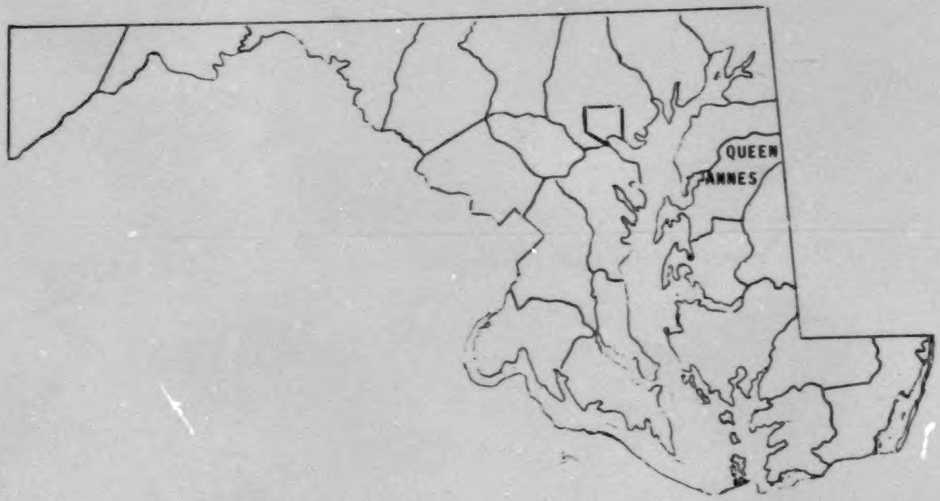
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.18 QUEEN ANNES COUNTY

School System Goals and Objectives



A. General. The primary goal of our educational system in Queen Anne's County is to develop well-rounded independent learners. With the continuing explosion of knowledge we cannot provide sufficient information to last a lifetime; instead education must acquaint students with the structure of all the disciplines and equip them with the skills to become independent learners. We feel we are morally meeting this obligation as evidenced by the results of our continuing evaluation of our educational programs.

Recently throughout the county there has been an increase in the emphasis on the application of an industrial yardstick to the educational system, that of "being accountable for one's product." This yardstick application came into being as a result of a credibility gap that seemed to be growing between the concept of what constitutes the successful completion of high school and what was actually being "produced". As a result of the continued emphasis on this "gap", the accountability bill, Article 77, Section 28a, Senate Bill 166 was introduced by Senator Blount and gained ample support necessary for passage.

In order for the legislators and the chief State school officers to comply with this Bill and to be able to make decisions on a State-wide level, there was a need to obtain information that was uniform throughout the State. It is emphasized here that each county within the State of Maryland had always assessed its educational program; however, their assessment techniques and criteria were unique. The county assessment programs were selected to meet the specific needs of each county.

With the advent of the Accountability Bill, it has become necessary for the State to develop goals and to be able to present information to the legislative body on the attainment of these goals. This requirement necessitated the development of a uniform assessment program throughout the State. To facilitate the implementation of this requirement for uniformity, the accountability program built upon the similarities already in effect throughout Maryland. Seventeen of the twenty-four systems were already using the Iowa Tests of Basic Skills; therefore, the State advisory council recommended that the ITBS be used as the instrument to provide the required information to the legislature. Although the acceptance of this recommendation placed the ITBS in the position of being the uniform measure to be used throughout the State, it is by no means to be interpreted as the only measure to be used or that is currently being used at the county level as a measure of achievement. The scores reported herein represent the results of this testing program; however, they represent only one of a multitude of assessment criteria employed to measure how successful our county has been in attaining the goals set forth by both the State and the county.

Five general goals which have been validated by Maryland citizens by the 1973 educational needs and goal validation studies have been identified for Maryland students by the Maryland State Board of Education. As one part of these five general goals, specific goals have been developed in the areas of reading, writing, and mathematics. These goals indicate the minimal level of skills that should be attained by every student completing these programs in the public school systems of Maryland. The attainment of these minimal levels of skills also represents the ability to apply the skills to everyday life.

B. Goal Setting Activities. Based upon these goals, all of the educators throughout Queen Anne's County met in a series of workshops, building-level meetings, and committee meetings during the year 1973-74 and developed the specific goals that the county students could be expected to obtain in the areas of reading, writing, and mathematics.

C. Queen Anne's County School System Goals. Based upon the State-wide goals in reading, writing, and mathematics, adopted by the Maryland State Board of Education, Queen Anne's County has developed the following Local System Goals:

In Reading, each Queen Anne's County student according to his needs and upon the successful completion of his reading program should be able to:

1.A. Identify his own purposes for using print and nonprint materials.

1.B. Locate a variety of print and nonprint materials.

1.C. Select reading materials at his independent reading level.

2.A. Apply a system for recognizing, pronouncing and determining the appropriate meaning of words. This sytem may include picture, context, structural, phonic and authority cues.

2.B. Increase and correctly employ his sight vocabulary.

3.A. Determine the intent of the communication.

3.B. Pose a variety of questions which cause him to think literally, critically and creatively about written materials and find suitable answers to these questions in that material.

4.A. Follow directions.

4.B. Locate references.

4.C. Gain information.

4.D. Use forms.

5.A. Find and select reading materials appropriate to his interest.

5.B. Read for personal reasons.

In Writing, each student according to his needs and upon the successful completion of his writing program should be able to:

1.A. Record his thoughts and feelings for his own use, observing accepted conventions of writing: form, usage, and mechanics.

1.B. Communicate his thoughts and feelings to others, observing accepted conventions of writing: form, usage, and mechanics.

2.A. Write in a social situation, observing accepted conventions of writing: rhetoric, style, organization, form, and mechanics.

2.B. Write in a business or vocational situation, observing accepted conventions of writing: rhetoric, style, organization, form, and mechanics.

2.C. Write in a scholastic situation, observing accepted conventions of writing: rhetoric, style, organization, form, and mechanics.

3.A. Write to fulfill personal and social needs.

3.B. Obtain satisfaction from writing.

In Mathematics, each Queen Anne's County student according to his needs and upon the successful completion of his mathematics program should be able to:

1.A. Demonstrate the ability to recall mathematical definitions.

1.B. Demonstrate the ability to identify mathematical symbols.

1.C. Demonstrate the ability to recall mathematical facts.

2.A. Demonstrate the ability to perform the operations of addition, subtraction, multiplication, and division.

2.B. Demonstrate the ability to use graphs, charts, tables and measuring instruments.

2.C. Demonstrate the ability to perform algebraic manipulations.

2.D. Demonstrate the ability to make geometric constructions and perform geometric manipulations.

3.A. Demonstrate an understanding of the concepts associated with place values, number systems, sets, whole numbers, fractions, decimals, percent, ratio, proportion, and measurement.

3.B. Demonstrate an understanding of the process and properties of addition, subtraction, multiplication, and division.

3.C. Demonstrate an understanding of the concepts associated with the use of graphs, charts, tables, and measuring instruments.

3.D. Demonstrate an understanding of algebraic and geometric concepts.

3.E. Demonstrate the ability to make the following types of translations:

verbal to mathematical
mathematical to verbal
mathematical to mathematical
mathematical to physical
physical to mathematical
verbal to verbal

4.A. Demonstrate the ability to solve a word problem.

4.B. Demonstrate the ability to select the facts, skills, procedures, and sequence needed to solve a particular problem.

5.A. Demonstrate the ability to recognize, in a given situation, the existence of a problem, state it formally, list the hypothesis and state if it has a unique solution.

5.B. Demonstrate the ability to use mathematical reason and processes to solve problems related to personal and societal needs.

6.A. Recognize the contributions that mathematics makes to society.

6.B. Recognize the application of mathematics to his day-to-day experiences.

6.C. Demonstrate an appreciation of mathematics by participating in the study of mathematics beyond that which is required.

D. Objective Setting Activities. During this school year 1974-75, each school is engaged in producing school-level objectives in accord with the goals listed above. These objectives are specific enough to allow the building level administrator/teacher to assess the student's ability to perform the tasks specified and to determine the need for additional training. Specific assessment of this nature will allow the curriculum leaders to further analyze programs within the county to ensure that each student has been provided with the skill necessary to enable him to achieve the goals set forth above.

E. Comments on the Accountability Assessment Program Results. In compliance with the State accountability program and in accordance with the guidelines set forth in the accountability handbook developed by the State, the Iowa Tests of Basic Skills and the Cognitive Abilities test were administered this past Spring to the students throughout Queen Anne's County in grades 3, 5, 7, 9. Since this was a new form of the ITBS, we cannot legitimately use the results obtained this year to compare our progress in relation to the results obtained in past years. In addition, the State department mathematically combined the results of an Urbanetics study, which provides socioeconomic data, with the results of the Cognitive Abilities Test. This treatment gave each county a score that indicates a realistic prediction of where the students in each school and grade level should achieve in relation to the skill areas tested. These "base line" data will provide our county with the information necessary to compare our progress in relation to the students throughout the State with similar environment and intelligence in approximately the same size schools.

Upon analysis of the results of the predicted level of the educational achievement and its relationship to the actual level of educational achievement obtained by the students of Queen Anne's County, we find that our students are scoring in accordance with this prediction. These results support our belief in the stability of the educational system at all levels within the county. It is also noted that based upon our own program assessment, we provided additional mathematical expertise to analyze and strengthen our math program at the beginning of this school year 1974-75. While the results of our math scores on the ITBS were not significant in themselves, they do support this decision to begin additional concentrated assessment in math, to ascertain if our program is sufficient in providing the skills necessary to obtain the goals set forth by the schools, the County, and the State.

Since these data represent an entirely new process and since the students in grades 3, 5, 7, and 9 represent distinctly different groups of students, it will be necessary to wait two years for a comprehensive analysis of our programs. At this time the results of this subsequent testing will give our school system a better indication of the need for program changes. Meanwhile, we will continue to analyze the evaluations of our county's educational program to be able to insure quality of education for our students.

QUEEN ANNE'S COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
18,422	$8,210	29.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.5	10.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,651	$9,451	$16,824	8.6	19.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
16.8	18.9	93.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$910.62	$647.91	71.2	$15.32

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.7	$4.80	0.5

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	355	95.77	5	98.0	14.28	3.31	1.04
	5	385	96.10	5	99.1	15.39	4.88	1.50
	7	350	97.71	3	99.3	15.34	6.54	1.71
	9	370	89.46	1	97.1	16.14	8.18	2.07
(2) READING COMPRE-HENSION	3	355	95.77	5	98.0	14.28	3.33	1.12
	5	385	96.10	5	99.1	15.39	5.18	1.44
	7	350	97.71	3	99.3	15.34	6.78	1.57
	9	370	89.46	1	97.1	16.14	8.32	1.92
(3) SPELLING	3	355	95.77	5	98.0	14.28	3.95	1.33
	5	385	96.10	5	99.1	15.39	5.32	1.62
	7	350	97.71	3	99.3	15.34	6.95	1.96
	9	370	89.46	1	97.1	16.14	8.35	2.37
4) CAPITAL-IZATION	3	355	95.77	5	98.0	14.28	3.84	1.27
	5	385	96.10	5	99.1	15.39	5.51	1.51
	7	350	97.71	3	99.3	15.34	7.15	1.99
	9	370	89.46	1	97.1	16.14	8.36	2.39
5) NCTUATION	3	355	95.77	5	98.0	14.28	4.02	1.36
	5	385	96.10	5	99.1	15.39	5.42	1.53
	7	350	97.71	3	99.3	15.34	6.93	1.94
	9	370	89.46	1	97.1	16.14	8.29	2.40

OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

UMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

TANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. E MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

RADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE ATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY OR EACH SKILL AREA.

QUEEN ANNE'S COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	355	95.77	5	98.0	14.28	3.39	1.30
	5	385	96.10	5	99.1	15.39	5.15	1.69
	7	350	97.71	3	99.3	15.34	6.83	1.86
	9	370	89.46	1	97.1	16.14	8.05	2.35
(7) LANGUAGE TOTAL	3	355	95.77	5	98.0	14.28	3.80	1.15
	5	385	96.10	5	99.1	15.39	5.35	1.37
	7	350	97.71	3	99.3	15.34	6.97	1.68
	9	370	89.46	1	97.1	16.14	8.26	2.10
(8) MATHEMATICAL CONCEPTS	3	355	95.77	5	98.0	14.28	3.46	.91
	5	385	96.10	5	99.1	15.39	5.32	1.28
	7	350	97.71	3	99.3	15.34	7.04	1.55
	9	370	89.46	1	97.1	16.14	8.17	1.94
(9) MATHEMATICAL PROBLEMS	3	355	95.77	5	98.0	14.28	3.37	1.03
	5	385	96.10	5	99.1	15.39	5.10	1.26
	7	350	97.71	3	99.3	15.34	6.64	1.58
	9	370	89.46	1	97.1	16.14	8.13	1.95
(10) MATHEMATICAL TOTAL	3	355	95.77	5	98.0	14.28	3.42	.92
	5	385	96.10	5	99.1	15.39	5.21	1.18
	7	350	97.71	3	99.3	15.34	6.84	1.45
	9	370	89.46	1	97.1	16.14	8.15	1.83

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

(CENTREVILLE PRI - QUEEN ANNES CO.)

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CENTREVILLE PRIMARY	K-3	371	21.2	94.7	16.5	1.0	16.3	14.0	5.7	16.7	11.1	8103.0
CHURCH HILL ELEM	K-5	181	20.1	96.2	8.0	1.0	6.6	26.0	11.1	13.5	10.4	7901.0
GRASONVILLE INTERMED	4-5	90	18.0	95.9	4.0	1.0	6.3	24.0	40.0	26.3	10.5	7528.0
GRASONVILLE PRIMARY	K-3	184	18.4	95.6	9.0	1.0	12.3	35.0	10.0	32.5	10.1	6790.0
KENNARD INTERMED	4-6	504	18.0	96.2	27.0	1.0	6.5	13.0	7.1	19.4	10.8	7876.0
KENT ISLAND ELEM	K-4	400	21.6	93.3	17.5	1.0	4.0	22.0	5.4	9.4	10.6	10458.0
SUDLERSVILLE ELEM	K-4	370	20.0	94.7	17.5	1.0	10.1	17.0	10.8	16.9	10.3	7209.0
STEVENSVILLE MIDDLE	5-8	351	17.5	93.9	19.0	1.0	6.3	14.0	20.0	9.4	10.6	10458.0
SUDLERSVILLE MIDDLE	5-8	358	17.9	95.3	19.0	1.0	6.8	21.0	10.0	17.5	10.3	7209.0
CENTREVILLE MIDDLE	7-8	412	17.2	95.3	22.9	1.0	9.1	15.6	16.7	20.2	10.7	7778.0
QUEEN ANNES COUNTY	9-12	1430	18.9	89.7	72.5	3.0	10.6	17.8	31.8	17.1	10.6	8210.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(CENTREVILLE PRI - QUEEN ANNES CO.)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

QUEEN ANNES COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CENTREVILLE PRIMARY	3	98.2	3.45	3.43	+.02	3.43	3.48	-.05	4.06	3.84	+.22	3.45	3.53	-.08
CHURCH HILL ELEM	3	95.3	3.17	3.24	-.07	3.27	3.29	-.02	3.74	3.66	+.08	3.26	3.37	-.11
	5	94.4	4.53	4.68	-.15	4.81	4.79	+.02	5.26	5.00	+.26	5.41	5.04	+.37
GRASONVILLE INTERMED	5	95.1	4.47	4.74	-.27	4.95	4.84	+.11	4.92	5.05	-.13	4.93	5.10	-.17
GRASONVILLE PRIMARY	3	97.2	3.06	3.36	-.30	3.14	3.41	-.27	3.73	3.78	-.05	3.46	3.48	-.02
KENNARD INTERMED	5	100.7	5.04	5.23	-.19	5.42	5.29	+.13	5.64	5.47	+.17	5.24	5.51	-.27
KENT ISLAND ELEM	3	96.4	3.37	3.31	+.06	3.34	3.36	-.02	3.51	3.73	-.22	3.34	3.44	-.10
SUDLERSVILLE ELEM	3	101.0	3.30	3.61	-.31	3.38	3.67	-.29	3.82	4.01	-.19	3.49	3.69	-.20
STEVENSVILLE MIDDLE	5	101.5	4.98	5.30	-.32	5.03	5.36	-.33	5.21	5.53	-.32	5.18	5.57	-.39
	7	100.1	6.59	6.83	-.24	6.94	6.87	+.07	6.71	6.96	-.25	6.80	7.16	-.36
SUDLERSVILLE MIDDLE	5	98.3	4.90	5.02	-.12	5.22	5.10	+.12	5.30	5.29	+.01	5.26	5.33	-.07
	7	98.1	6.32	6.61	-.29	6.59	6.67	-.08	6.86	6.79	+.07	6.69	6.97	-.28
CENTREVILLE MIDDLE	7	99.4	6.60	6.75	-.15	6.78	6.80	-.02	7.11	6.90	+.21	6.92	7.09	-.17
QUEEN ANNES COUNTY	9	97.1	8.18	8.03	+.15	8.32	7.86	+.46	8.26	8.02	+.24	8.15	8.18	-.03

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

QUEEN ANNES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CENTREVILLE PRIMARY	3	98.2	3.45	3.39	+.06	3.43	3.47	-.04	4.06	3.84	+.22	3.45	3.51	-.06
CHURCH HILL ELEM	3	95.3	3.17	3.20	-.03	3.27	3.27	+.00	3.74	3.64	+.10	3.26	3.35	-.09
	5	94.4	4.53	4.61	-.08	4.81	4.73	+.08	5.26	4.97	+.29	5.41	5.01	+.40
GRASONVILLE INTERMED	5	95.1	4.47	4.65	-.18	4.95	4.78	+.17	4.92	5.00	-.08	4.93	5.05	-.12
GRASONVILLE PRIMARY	3	97.2	3.06	3.29	-.23	3.14	3.37	-.23	3.73	3.75	-.02	3.46	3.44	+.02
KENNARD INTERMED	5	100.7	5.04	5.04	+.00	5.42	5.18	+.24	5.64	5.39	+.25	5.24	5.43	-.19
KENT ISLAND ELEM	3	96.4	3.37	3.29	+.08	3.34	3.34	+.00	3.51	3.71	-.20	3.34	3.43	-.09
SUDLERSVILLE ELEM	3	101.0	3.30	3.51	-.21	3.38	3.62	-.24	3.82	3.98	-.16	3.49	3.64	-.15
STEVENSVILLE MIDDLE	5	101.5	4.98	5.18	-.20	5.03	5.27	-.24	5.21	5.51	-.30	5.18	5.54	-.36
	7	100.1	6.59	6.85	-.26	6.94	6.90	+.04	6.71	7.00	-.29	6.80	7.26	-.46
SUDLERSVILLE MIDDLE	5	98.3	4.90	4.83	+.07	5.22	4.98	+.24	5.30	5.21	+.09	5.26	5.25	+.01
	7	98.1	6.32	6.54	-.22	6.59	6.64	-.05	6.86	6.71	+.15	6.69	6.96	-.27
CENTREVILLE MIDDLE	7	99.4	6.60	6.68	-.08	6.78	6.76	+.02	7.11	6.82	+.29	6.92	7.06	-.14
QUEEN ANNES COUNTY	9	97.1	8.18	7.91	+.27	8.32	7.84	+.48	8.26	7.94	+.32	8.15	8.14	+.01

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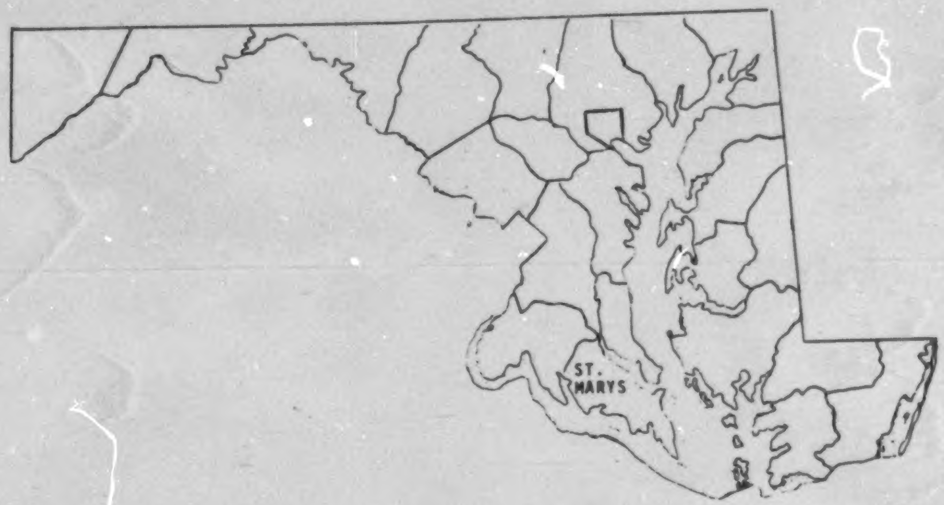
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.20 ST. MARYS COUNTY

School System Goals and Objectives



A. Goal Setting Activities at the School System and Individual School Levels. The accountability effort in St. Mary's County has proceeded along two lines. The first has been an effort to assess where students are in reading, writing, and mathematics, through both the State assessment program, the local testing program, and other formal and informal evaluation techniques. The second thrust has been an effort to establish goals for students on a county level and objectives at the individual school level which will meet the county goals.

Goal setting activities began in January of 1974 with committees comprised of teachers, principals, and supervisors drafting tentative goals. These goals were presented to all professional personnel and school and community organizations for their review and comment in March of 1974.

Following this review the revised goals were presented to the local Board of Education for their information at the regular board meeting in April. In May the Board approved these goals, which were then forwarded to the Maryland State Department of Education and subsequently received the approval of the State committees. In September of this school year these goals were distributed to all school personnel.

In the area of objective writing three workshop groups met for three days in June to begin developing catalogs of suggested objectives for use by schools in developing their own school objectives.

During the summer the results of these committees' work were combined and edited by the county task force on accountability for distribution in late September to schools.

Following a timetable developed by the task force, school-based personnel began in October studying data on student achievement and reviewing the catalogs of suggested objectives. In the months of November through January, in each school, committees will select and write objectives by grade level for students in that school. The first draft of these school objectives will be reviewed by the task force in February of 1975 with final drafts submitted for approval by April 1, 1975.

B. School System Goals and Objectives for "Typical" Elementary Schools and "Typical" Secondary Schools. Listed below are the St. Mary's County goals in reading, writing, and mathematics and examples of typical elementary and secondary school objectives.

Reading

1. A St. Mary's County student who has achieved the objectives for reading established by the local school should identify his own purpose for using a variety of print and non-print materials.

2. A St. Mary's County student who has achieved the objectives for reading established by the local school should select and use a variety of print and non-print materials appropriate to his reading level.

3. A St. Mary's County student who has achieved the objectives for reading established by the local school should have a basic sight vocabulary -- pronunciation and meaning.

4. A St. Mary's County student who has achieved the objectives for reading established by the local school should identify and understand words by means of such clues as: configuration, context, phonetic analysis, structural analysis, authority.

5. A St. Mary's County student who has achieved the objectives for reading established by the local school should select a wide variety of reading materials in different fields.

6. A St. Mary's County student who has achieved the objectives for reading established by the local school should develop and extend his reading-study skills.

7. A St. Mary's County student who has achieved the objectives for reading established by the local school should read on the highest level of which he is capable.

8. A St. Mary's County student who has achieved the objectives for reading established by the local school should have made appropriate growth, commensurate with his ability, each year he is in school.

9. A St. Mary's County student who has achieved the objectives for reading established by the local school should be able to follow directions.

10. A St. Mary's County student who has achieved the objectives for reading established by the local school should be able to locate references.

11. A St. Mary's County student who has achieved the objectives for reading established by the local school should be able to gain information.

12. A St. Mary's County student who has achieved the objectives for reading established by the local school should be able to understand forms.

13. A St. Mary's County student who has achieved the objectives for reading established by the local school should read for pleasure and personal growth.

14. A St. Mary's County student who has achieved the objectives for reading established by the local school should appreciate literature -- prose, poetry, and drama.

Writing

1. A St. Mary's County student who has achieved the objectives for writing established by the local school should be able to communicate with others, applying accepted conventions of writing.

2. A St. Mary's County student who has achieved the objectives for writing established by the local school should be able to express his own ideas and personal reactions to an experience.

3. A St. Mary's County student who has achieved the objectives for writing established by the local school should be able to utilize correct forms of writing in a social, business, vocational, or academic situation.

4. A St. Mary's County student who has achieved the objectives for writing established by the local school should recognize and appreciate the value of written communication.

5. A St. Mary's County student who has achieved the objectives for writing established by the local school should write to fulfill personal and social needs.

6. A St. Mary's County student who has achieved the objectives for writing established by the local school should gain a sense of accomplishment from his writing.

Mathematics

1. Each St. Mary's County student, commensurate with his/her ability, will recall mathematical facts.

2. Each St. Mary's County student, commensurate with his/her ability, will identify mathematical symbols.

3. Each St. Mary's County student, commensurate with his/her ability, will recognize the language of mathematics.

4. Each St. Mary's County student, commensurate with his/her ability, will perform basic operations of mathematics.

5. Each St. Mary's County student, commensurate with his/her ability, will solve equations and inequalities by applying a sequence of basic operations.

6. Each St. Mary's County student, commensurate with his/her ability, will demonstrate the ability to measure.

7. Each St. Mary's County student, commensurate with his/her ability, will understand number concepts.

8. Each St. Mary's County student, commensurate with his/her ability, will understand basic geometric concepts.

9. Each St. Mary's County student, commensurate with his/her ability, will read the interpret mathematical data.

10. Each St. Mary's County student, commensurate with his/her ability, will analyze a specific mathematical problem.

11. Each St. Mary's County student, commensurate with his/her ability, will develop a logical sequence in solving the problem and state the solution.

12. Each St. Mary's County student, commensurate with his/her ability, will identify and analyze the problem situation.

13. Each St. Mary's County student, commensurate with his/her ability, will use mathematical reasoning to formulate hypotheses and state if there is a solution.

14. Each St. Mary's County student, commensurate with his/her ability, will appreciate the structure of mathematics as an intellectual creation of the human mind.

15. Each St. Mary's County student, commensurate with his/her ability, will understand the significance of mathematics in daily living and appreciate its contribution to our society.

16. Each St. Mary's County student, commensurate with his/her ability, will understand the functioning of mathematics as a tool of the technological world.

C. Examples of Objectives

Reading

1. Given a printed selection from the final unit of the basic reader for the first grade, the student by the end of first grade will read accurately 90% of the words.

2. Given a topic, the student by the end of second grade will express orally to his teacher what he would like to know about that topic.

3. Given an assignment which requires the student to locate and read materials on a particular subject, the student by the end of the eighth grade will select and read five (5) appropriate references.

4. Given a group of possible conclusions from a reading selection, the student by the end of tenth grade will identify a logical one.

Writing

1. The student by the end of second grade will put a question mark at the end of a question, a comma after the salutation and after the closing of a friendly letter, a comma between the day of the month and the year in the writing of a date, and a comma between the name of a city and the name of a state when written together.

2. The student by the end of grade five will write his impressions of a painting or a sculpture.

3. The student by the end of grade six will, using a model, write an invitation, a friendly note, and a thank-you letter including the greeting, the body, and the closing.

4. The student by the end of grade seven will, given the opportunity, keep a journal to record experiences and/or inner personal feelings.

Mathematics

1. Given two one-digit numerals and the symbol "-", the student at the end of first grade will write the difference, as measured by a teacher-made test.

2. At the end of third grade, the student will name subtraction facts up to and including 18 minus 9, as measured by a teacher-made test.

3. Given a specific amount of money and a set of specific items, the student completing the eighth grade will identify at least three different sets of items that can be purchased without exceeding the given amount.

4. Upon the successful completion of the graduation requirements for mathematics, the student, when given a finite set of triangles, will group the triangles into subsets based on a specified property of the triangles, on a teacher-created test.

D. Comments on the Results of the Accountability Assessment Program for the School System. The accountability assessment program, while not measuring all of the county goals in the areas of reading, writing, and mathematics, does give some indication of how students in St. Mary's County are achieving in a number of the skill areas which comprise these three subjects. As can be noted in the tables which follow, elementary school students in the county are functioning at a level near that of the average elementary school students in the State on subtests of the Iowa Tests of Basic Skills. Middle and high school students however, are below the average; in grade 7, the average grade equivalence is about 4 months below the State average and in grade 9, about 6 months below.

A school-by-school analysis indicates that the area of vocabulary development is the weakest area of those reported and thus should have highest priority across the county, with reading comprehension, language, and mathematics ranked 2, 3, and 4 in priority order.

E. Program Modification Activities during the Reporting Year and Plans for Further Modification. As indicated above, the area of vocabulary development emerges as a priority in St. Mary's County. In light of this, all teachers are being asked during this school year to include in each unit in all subject areas activities in vocabulary building. In addition, language arts teachers will emphasize vocabulary development through daily activities in language arts and reading.

Additionally, school-based committees are writing school objectives which will provide particular emphasis on the skill areas which an analysis of the school achievement scores suggest need improvement. Plans are under way to evaluate pupil achievement, using the data from the Spring 1974 assessment to base line information and that of this year's assessment to measure changes related to the objective writing and program modification activities accomplished this year.

As a result of this evaluation, during the summer of 1975, each school principal will plans programs for his school to be implemented during the 1975-76 school year.

F. Progress of Schools toward System and/or School Goals not Covered by State Assessment Instruments. Objectives are presently being written in each school for St. Mary's County goals in reading, writing, and mathematics. These objectives each include a statement of how the objective will be measured and when the assessment will take place. Since these objectives are generally measured at or near the end of the school year, a determination of the progress of schools toward goals and objectives not measured by the Iowa Tests of Basic Skills will not be available until the Summer of 1975.

G. Unmet Needs for Resources to Permit Improvement of Programs and Services. In order to implement fully the accountability effort in St. Mary's County, the following resources are needed:

1. Funds to provide for twelve month employment of all or most teachers. This additional time would be used to write objectives, plan programs to meet these objectives, determine ways of evaluating these programs, and carry out a continuing review and re-evaluation of the program.

2. Funds to provide a full-time staff in the areas of research, evaluation, and accountability.

3. Funds to pay substitutes and provide travel for teachers and administrators to visit exemplary schools identified by the assessment component of the accountability program.

4. Funds to pay teachers, students, and parents as participants in workshops designed to aid schools in carrying out the six steps required in the accountability legislation.

ST. MARY'S COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
47,388	$8,267	28.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
12,027	$9,404	$15,370	8.1	18.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
15.7	20.6	94.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$829.96	$576.98	69.6	$23.86

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.9	$10.09	1.2

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	962	99.48	15	98.7	16.68	3.29	1.10
	5	979	98.26	15	100.3	16.43	5.14	1.59
	7	953	93.91	4	100.9	16.37	6.47	1.99
	9	973	85.30	2	98.6	15.96	7.82	2.11
(2) READING COMPREHENSION	3	962	99.79	15	98.7	16.68	3.38	1.25
	5	979	98.37	15	100.3	16.43	5.26	1.53
	7	953	96.22	4	100.9	16.37	6.75	1.76
	9	973	86.54	2	98.6	15.96	8.01	1.98
(3) SPELLING	3	962	100.00	15	98.7	16.68	3.76	1.34
	5	979	98.16	15	100.3	16.43	5.43	1.74
	7	953	94.44	4	100.9	16.37	6.62	2.06
	9	973	84.17	2	98.6	15.96	7.86	2.42
(4) CAPITALIZATION	3	962	100.00	15	98.7	16.68	3.68	1.27
	5	979	98.16	15	100.3	16.43	5.35	1.56
	7	953	94.65	4	100.9	16.37	6.55	1.99
	9	973	83.97	2	98.6	15.96	7.83	2.34
(5) PUNCTUATION	3	962	100.00	15	98.7	16.68	3.78	1.41
	5	979	98.06	15	100.3	16.43	5.38	1.58
	7	953	94.54	4	100.9	16.37	6.54	2.01
	9	973	84.07	2	98.6	15.96	7.68	2.29

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

ST. MARY'S COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	962	100.00	15	98.7	16.68	3.64	1.33
	5	979	98.26	15	100.3	16.43	5.27	1.72
	7	953	95.38	4	100.9	16.37	6.69	1.97
	9	973	85.20	2	98.6	15.96	7.75	2.28
(7) LANGUAGE TOTAL	3	962	100.00	15	98.7	16.68	3.73	1.18
	5	979	98.47	15	100.3	16.43	5.37	1.45
	7	953	95.80	4	100.9	16.37	6.61	1.74
	9	973	86.74	2	98.6	15.96	7.77	2.07
(8) MATHEMATICAL CONCEPTS	3	962	100.00	15	98.7	16.68	3.43	.99
	5	979	97.75	15	100.3	16.43	5.58	1.37
	7	953	93.18	4	100.9	16.37	7.10	1.65
	9	973	83.97	2	98.6	15.96	8.31	1.90
(9) MATHEMATICAL PROBLEMS	3	962	100.00	15	98.7	16.68	3.44	1.07
	5	979	97.85	15	100.3	16.43	5.32	1.37
	7	953	93.07	4	100.9	16.37	6.76	1.72
	9	973	83.97	2	98.6	15.96	7.98	1.89
(10) MATHEMATICAL TOTAL	3	962	100.00	15	98.7	16.68	3.46	.96
	5	979	97.85	15	100.3	16.43	5.47	1.27
	7	953	93.18	4	100.9	16.37	6.98	1.37
	9	973	84.07	2	98.6	15.96	8.15	1.80

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BANNEKER	K-5	440	19.1	96.6	21.5	1.5	5.8	27.7	8.7	18.2	12.1	8847.0
DYNARD	PRE K. 1-5	304	19.0	95.9	15.0	1.0	6.7	18.0	6.3	32.1	10.5	6846.0
FRANK KNOX	K-5	466	25.2	96.6	17.5	1.0	8.7	14.0	5.4	5.2	12.4	8249.0
GREAT MILLS	1-5	179	22.4	97.0	7.0	1.0	17.3	5.0	25.0	13.2	12.4	8395.0
GREENVIEW KNOLLS	K-5	633	29.4	97.5	20.5	1.0	12.8	12.8	13.9	10.6	12.4	8257.0
HOLLYWOOD	1-5	254	25.4	96.2	9.0	1.0	11.0	16.0	10.0	13.4	11.5	8127.0
LEXINGTON PARK	K-5	477	23.9	94.8	19.0	1.0	6.7	30.0	5.0	4.8	12.4	8249.0
MECHANICSVILLE	PRE K-5	419	22.1	96.5	18.0	1.0	5.3	12.0	15.8	26.7	10.8	7847.0
OAKVILLE	K-5	260	26.0	95.5	9.0	1.0	5.8	7.0	10.0	16.9	11.4	8099.0
PARKHALL	PRE K-6	549	23.9	96.2	22.0	1.0	4.4	9.0	13.0	18.3	12.3	8235.0
PINEY POINT	PRE K-5	510	22.2	95.6	22.0	1.0	3.6	11.0	21.7	21.8	12.1	9487.0
RIDGE	K-6	294	22.6	96.8	12.0	1.0	5.9	29.0	15.4	18.8	12.0	8184.0
TOWN CREEK	K-5	372	23.3	96.4	15.0	1.0	8.4	9.0	37.5	8.5	12.4	8236.0
WHITE MARSH	K-5	348	24.9	95.0	13.0	1.0	5.5	45.0	14.3	26.4	10.8	8231.0
ESPERANZA	6-8	968	18.6	94.2	49.5	2.5	7.2	17.6	17.3	15.5	12.2	8487.0
GEORGE W CARVER	6-8	552	18.4	93.8	28.0	2.0	7.5	16.5	10.0	14.0	12.3	8233.0
LEONARDTOWN	K-8	900	21.2	95.8	40.5	2.0	10.8	22.7	4.7	16.1	12.2	8967.0
MARGARET BRENT JR	6-8	802	19.6	93.3	39.0	2.0	8.5	17.7	14.6	29.1	10.9	7627.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ST MARYS COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BANNEKER	3 5	92.1 96.9	2.88 4.66	3.04 4.90	-.16 -.24	2.88 4.64	3.08 4.99	-.20 -.35	3.15 5.03	3.46 5.18	-.31 -.15	2.96 5.06	3.20 5.23	-.24 -.17
DYNARD	3 5	92.8 92.5	3.04 4.46	3.08 4.52	-.04 -.06	3.25 4.68	3.12 4.63	+.13 +.05	3.85 4.87	3.50 4.85	+.35 +.02	3.51 4.74	3.24 4.90	+.27 -.16
FRANK KNOX	3 5	102.6 106.9	3.25 5.32	3.71 5.76	-.46 -.44	3.38 5.41	3.77 5.79	-.39 -.38	3.73 5.37	4.11 5.94	-.38 -.57	3.67 5.84	3.77 5.97	-.10 -.13
GREAT MILLS	3 5	105.1 107.2	3.80 5.71	3.87 5.79	-.07 -.08	3.97 5.89	3.94 5.82	+.03 +.07	4.26 5.94	4.27 5.97	-.01 -.03	3.73 6.21	3.91 6.00	-.18 +.21
GREENVIEW KNOLLS	3 5	103.5 103.8	3.53 5.70	3.77 5.49	-.24 +.21	3.85 5.66	3.83 5.54	+.02 +.12	3.75 5.66	4.17 5.71	-.42 -.05	3.50 5.78	3.82 5.74	-.32 +.04
HOLLYWOOD	3 5	101.7 101.8	3.42 5.55	3.65 5.32	-.23 +.23	3.28 5.48	3.71 5.38	-.43 +.10	3.74 5.49	4.06 5.56	-.32 -.07	3.45 5.77	3.73 5.59	-.28 +.18
LEXINGTON PARK	3 5	101.2 100.0	3.61 5.55	3.62 5.17	-.01 +.38	3.62 5.69	3.68 5.24	-.06 +.45	3.94 5.47	4.02 5.42	-.08 +.05	3.65 5.55	3.70 5.46	-.05 +.09
MECHANICSVILLE	3 5	93.2 98.2	2.92 4.55	3.11 5.01	-.19 -.46	2.86 4.87	3.15 5.09	-.29 -.22	3.35 5.25	3.53 5.28	-.18 -.03	3.21 5.22	3.26 5.33	-.05 -.11
OAKVILLE	3 5	96.5 93.7	2.89 4.90	3.32 4.62	-.43 +.28	3.02 5.11	3.37 4.73	-.35 +.38	3.31 5.19	3.73 4.94	-.42 +.25	3.17 5.34	3.44 4.99	-.27 +.35
PARKHALL	3 5	95.6 94.4	2.89 4.94	3.26 4.68	-.37 +.26	2.98 4.85	3.31 4.79	-.33 +.06	3.70 4.85	3.68 5.00	+.02 -.15	3.27 5.19	3.39 5.04	-.12 +.15
PINEY POINT	3 5	96.0 101.9	3.13 5.11	3.29 5.33	-.16 -.22	3.22 5.53	3.33 5.39	-.11 +.14	3.33 5.62	3.70 5.56	-.37 +.06	3.31 5.49	3.41 5.60	-.10 -.11
RIDGE	3 5	92.3 95.4	2.92 4.48	3.05 4.77	-.13 -.29	3.00 4.81	3.09 4.87	-.09 -.06	3.56 4.70	3.47 5.07	+.09 -.37	3.17 5.14	3.21 5.12	-.04 +.02
TOWN CREEK	3 5	106.3 105.6	4.17 5.91	3.95 5.65	+.22 +.26	4.29 5.84	4.02 5.69	+.27 +.15	4.56 5.79	4.34 5.84	+.22 -.05	4.04 5.81	3.98 5.88	+.06 -.07
WHITE MARSH	3 5	97.6 94.3	3.05 4.43	3.34 4.68	-.34 -.25	3.19 4.46	3.44 4.78	-.25 -.32	3.94 5.05	3.80 4.99	+.14 +.06	3.59 4.86	3.50 5.04	+.09 -.18
ESPERANZA	7	107.0	7.09	7.58	-.49	7.27	7.56	-.29	7.14	7.57	-.43	7.49	7.80	-.31
GEORGE W CARVER	7	98.9	6.11	6.69	-.58	6.56	6.75	-.19	6.44	6.86	-.42	6.92	7.05	-.13
LEONARDTOWN	3 5 7	99.9 106.5 101.1	3.52 5.48 6.81	3.54 5.73 6.94	-.02 -.25 -.13	3.62 5.78 6.89	3.59 5.76 6.97	+.03 +.02 -.08	3.97 6.11 6.94	3.94 5.91 7.05	+.03 +.20 -.11	3.63 5.94 7.09	3.63 5.94 7.25	+.00 +.00 -.16
MARGARET BRENT JR	7	95.5	5.89	6.32	-.43	6.24	6.41	-.17	5.99	6.56	-.57	6.41	6.73	-.32

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ST MARYS COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BANNEKER	3	92.1	2.88	3.09	-.21	2.88	3.12	-.24	3.15	3.50	-.35	2.96	3.21	-.25
	5	96.9	4.66	4.91	-.25	4.64	5.03	-.39	5.03	5.13	-.10	5.06	5.19	-.13
OXNARD	3	92.8	3.04	3.05	-.01	3.25	3.11	+.14	3.85	3.50	+.35	3.51	3.22	+.29
	5	92.5	4.46	4.45	+.01	4.68	4.60	+.08	4.87	4.81	+.06	4.74	4.86	-.12
FRANK KNOX	3	102.6	3.25	3.69	-.44	3.38	3.79	-.41	3.73	4.14	-.41	3.67	3.75	-.08
	5	106.9	5.32	5.56	-.24	5.41	5.71	-.30	5.37	5.79	-.42	5.84	5.83	+.01
GREAT MILLS	3	105.1	3.80	3.83	-.03	3.97	3.95	+.02	4.26	4.29	-.03	3.73	3.87	-.14
	5	107.2	5.71	5.59	+.12	5.89	5.73	+.16	5.94	5.81	+.13	6.21	5.86	+.35
GREENVIEW KNOLLS	3	103.5	3.53	3.74	-.21	3.85	3.85	+.00	3.75	4.19	-.44	3.50	3.79	-.29
	5	103.8	5.70	5.36	+.34	5.66	5.50	+.16	5.66	5.58	+.08	5.78	5.63	+.15
HOLLYWOOD	3	101.7	3.42	3.61	-.19	3.28	3.71	-.43	3.74	4.06	-.32	3.45	3.69	-.24
	5	101.8	5.55	5.17	+.38	5.48	5.31	+.17	5.49	5.46	+.03	5.77	5.50	+.27
LEXINGTON PARK	3	101.2	3.61	3.61	+.00	3.62	3.70	-.08	3.94	4.05	-.11	3.65	3.67	-.02
	5	100.0	5.55	5.11	+.44	5.69	5.25	+.44	5.47	5.32	+.15	5.55	5.38	+.17
MECHANICSVILLE	3	93.2	2.92	3.09	-.17	2.86	3.15	-.29	3.35	3.53	-.18	3.21	3.25	-.04
	5	98.2	4.55	4.88	-.33	4.87	5.02	-.15	5.25	5.22	+.03	5.22	5.26	-.04
OAKVILLE	3	96.5	2.89	3.31	-.42	3.02	3.38	-.36	3.41	3.74	-.43	3.17	3.43	-.26
	5	93.7	4.90	4.63	+.27	5.11	4.76	+.35	5.19	4.91	+.28	5.34	4.97	+.37
PARKHALL	3	95.6	2.89	3.29	-.40	2.98	3.35	-.37	3.70	3.72	-.02	3.27	3.39	-.12
	5	94.4	4.94	4.74	+.20	4.85	4.86	-.01	4.85	4.95	-.10	5.19	5.01	+.18
PINEY POINT	3	96.0	3.13	3.32	-.19	3.22	3.37	-.15	3.33	3.73	-.40	3.31	3.42	-.11
	5	101.9	5.11	5.26	-.15	5.53	5.38	+.15	5.62	5.49	+.13	5.49	5.54	-.05
RIDGE	3	92.3	2.92	3.09	-.17	3.00	3.13	-.13	3.56	3.51	+.05	3.17	3.22	-.05
	5	95.4	4.48	4.78	-.30	4.81	4.91	-.10	4.70	5.02	-.32	5.14	5.08	+.06
TOWN CREEK	3	106.3	4.17	3.90	+.27	4.29	4.02	+.27	4.56	4.36	+.20	4.04	3.93	+.11
	5	105.6	5.91	5.48	+.43	5.84	5.62	+.22	5.79	5.70	+.09	5.81	5.75	+.06
WHITE MARSH	3	97.6	3.05	3.35	-.30	3.19	3.42	-.23	3.94	3.79	+.15	3.59	3.48	+.11
	5	94.3	4.43	4.64	-.21	4.46	4.76	-.30	5.05	4.96	+.09	4.86	5.01	-.15
ESPERANZA	7	107.0	7.09	7.42	-.33	7.27	7.44	-.17	7.14	7.36	-.22	7.49	7.59	-.10
GEORGE W CARVER	7	98.9	6.11	6.57	-.46	6.56	6.65	-.09	6.44	6.68	-.24	6.92	6.81	+.11
LEONARDTOWN	3	99.9	3.52	3.54	-.02	3.62	3.61	+.01	3.97	3.97	+.00	3.63	3.61	+.02
	5	106.5	5.48	5.55	-.07	5.78	5.68	+.10	6.11	5.79	+.32	5.94	5.83	+.11
	7	101.1	6.81	6.83	-.02	6.89	6.89	+.00	6.94	6.91	+.03	7.09	7.07	+.02
MARGARET BRENT JR	7	95.5	5.89	6.26	-.37	6.24	6.37	-.13	5.99	6.48	-.49	6.41	6.65	-.24

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CHOPTICON SR HIGH	9-12	1461	21.8	89.4	63.0	4.0	27.9	15.9	22.4	26.8	11.6	8155.0
GREAT MILLS SR HIGH	9-12	1507	21.2	90.8	67.0	4.0	9.1	11.7	23.9	18.4	12.3	8355.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

(CHOPTICON SR - GREAT MILLS SR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

ST MARYS COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CHOPTICON SR HIGH	9	96.2	7.43	7.93	-.50	7.73	7.75	-.02	7.67	7.94	-.27	8.09	8.08	+.01
GREAT MILLS SR HIGH	9	100.7	8.19	8.44	-.25	8.26	8.28	-.02	7.85	8.38	-.53	8.20	8.57	-.37

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

ST MARYS COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CHOPTICON SR HIGH	9	96.2	7.43	7.85	-.42	7.73	7.67	+.06	7.67	7.81	-.14	8.09	7.97	+.12
GREAT MILLS SR HIGH	9	100.7	8.19	8.30	-.11	8.26	8.15	+.11	7.85	8.18	-.33	8.20	8.40	-.20

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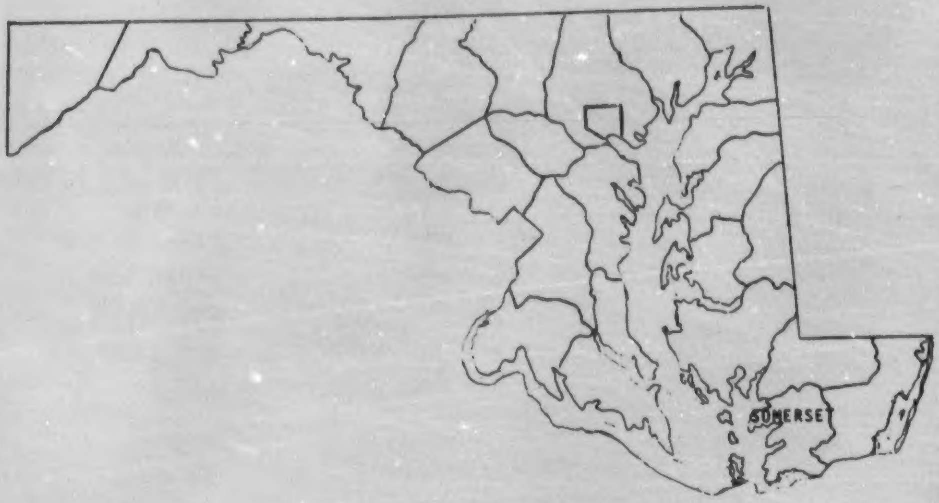
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.19 SOMERSET COUNTY

School System Goals and Objectives



A. Somerset County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Somerset County has developed the following Local System Goals:

In Reading, each student upon completion of his elementary-secondary reading program should be able to:

1.A. Identify his own purposes for using print and nonprint materials.

1.B. Select from a wide variety of available print and nonprint materials which are suitable both in level of difficulty and in content.

2.A. Identify and apply a system he can use for recognizing words and determining their appropriate meaning. Such a system includes skills of picture, context, structural, phonic, and authority (i.e., glossary, dictionary, peer) clues.

2.B. Pronounce words and understand their appropriate meanings according to his ability.

3.A. Determine the intent of the communication by identifying the pattern of thought (e.g., style, time, mood, cause-effect, sequence) used by the author when using materials on his own level.

3.B. Ask a variety of questions which causes him to think literally (i.e., reading the lines); critically (i.e., reading between the lines); and creatively (i.e., reading beyond the lines) about materials on his level and within his own experiences, and to find suitable answers to those questions.

4.A. Follow directions commensurate with his ability.

4.B. Locate references commensurate with his ability and needs.

4.C. Gain information necessary for him to function in society.

4.D. Understand and correctly complete forms necessary for his everyday living.

4.E. Experience personal development.

5. Have a positive attitude toward reading indicated by an interest in reading and a desire to read.

In Writing, each student upon completion of his elementary-secondary writing program should be able to:

1.A. Record his thoughts and feelings for his personal use, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics according to his ability.

1.B. Communicate his thoughts and feelings to others, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics according to his ability.

2.A. Communicate in writing in a social situation, observing accepted conventions according to his needs and ability.

2.B. Communicate in writing in a business or vocational situation, observing the accepted conventions of writing.

2.C. Write in a scholastic situation observing accepted conventions of writing according to his needs and ability.

3.A. Recognize the necessity of writing for a variety of personal and social needs.

3.B. Write to fulfill personal and social needs.

3.C. Have a positive attitude toward writing indicated by an interest in writing and a desire to write.

3.D. Obtain personal satisfaction in his creative efforts in writing.

In Mathematics, each Somerset County student, according to his needs and abilities upon completion of the required mathematics courses, should be able to:

1.A. Recall mathematical facts.

1.B. Recognize mathematical symbols.

1.C. Recognize and/or recall terms and definitions.

1.D. Identify and name geometric figures.

2.A. Perform basic operations.

2.B. Solve simple equations and inequalities.

2.C. Demonstrate the ability to use graphs, charts, tables and measuring instruments.

2.D. Solve open sentences and mentally perform arithmetic operations.

3.A. Understand the concept of number.

3.B. Demonstrate an understanding of the concepts associated with place, value, number systems, sets, whole numbers, fractions, decimals, percent ratio, proportion and measurement.

3.C. Demonstrate an understanding of the process and properties of addition, subtraction, multiplication and division.

3.D. Understand the basic concepts of geometry.

3.E. Demonstrate the ability to make the following types of translations -
- verbal to mathematical
- mathematical to verbal
- mathematical to mathematical
- mathematical to physical
- physical to mathematical
- verbal to verbal

4.A. Analyze and select the processes necessary to determine the solution of a problem.

4.B. Use a logical sequence in the solution of problems needed in his everyday living.

4.C. Estimate a reasonable answer for a problem.

5.A. Transfer and utilize mathematical reasoning and knowledge to the solution of mathematical problems and life situations.

5.B. Recognize a problem, state the problem, formulate hypothesis, and ascertain if the problem has a unique solution.

5.C. Transfer and use knowledge in new situations.

5.D. Plan for the future using mathematical reasoning to make decisions.

5.E. Use mathematical processes functionally in original and recreational situations.

6.A. Realize contributions of mathematics to civilization.

6.B. Recognize the contributions that mathematics makes to society.

6.C. Demonstrate an appreciation of mathematics by participating in the study of mathematics beyond that which is required.

6.D. Have a positive attitude toward mathematics indicated by an interest in increasing his proficiency in mathematics.

B. Comments on the Accountability Assessment Program Results: This County is basically pleased with the procedures for accountability with certain refinements. We understand that the results are limited to reading, writing and arithmetic skills, and we recognize that there is more to education of a youngster than the "three Rs," no matter how important they as skills may be.

We have reviewed our results, and as is true with any procedure, we could react with pride, we could defend, or we could attempt to justify. We wish to do none of these, but if we had to, we would lean toward pride.

C. Concerns: There are several concerns that have been either identified or re-intensified as a result of our review of the test results:

- Why was there a relative decrease in grade achievement as the age of the students increased?
- Our test results were all positive when equated to IQ and socioeconomic factors, with the exception of four schools all of which have enrollments less than one hundred students. Did the size of the test sample adversely affect our scores or are these schools not providing educational opportunities equal to larger schools?
- We are concerned with the number of students who scored below national norms for grade level but are encouraged by the scores as corrected for IQ and socioeconomic factors.
- We are concerned that we do not overreact and place a disproportion of our efforts toward skills. We must insure that skills are taught but we must also insure that effort is directed to the total scheme of a broad educational pattern.
- We are concerned with our limited financial resources and the extent to which these low per-pupil-expenditures may have adversely affected our results. Everything else being equal, would higher per-pupil-expenditures have improved our results?
- We are concerned that, as indicated by data presented, 75% of our population, 25 years and older, have not completed secondary school. What influence does this have on our students' motivation?

D. Accomplishments: It seems only proper and just to identify what we feel are several accomplishments or factors that lead to the success of our test results.

1. We are pleased that our test results as equated to socioeconomic factors, Table 5, and Table 4 which is statistically controlled for nonverbal ability present Somerset County in a most favorable position.

2. We are pleased with the dedication of the total staff of the Board of Education. Faculties are concerned with the welfare and achievement of students in proportion to ability.

3. We are pleased with the number of Federal and State programs that have offered broader experiences to students and have encouraged greater individualization. This effort should be continued and further expanded into the secondary level.

E. Future: There are several factors which we must consider from the presented results and from the procedures to follow:

- We must make the public aware of both strengths and weaknesses, as identified by the accountability process. Hopefully, the public will support that which they understand.

- We shall continue to stress the fundamentals of education but not to permit a diminution of other goals of education as identified by the State, county and school goals.

- We shall continue to look critically at future test results to determine how we can continue to improve and to evaluate where we have been successful, so this may be shared as to programs, procedures and techniques.

- We shall review the concerns as printed to assist this county in its educational direction.

- As children experience greater success in the basic skill areas, it should lead to a broadening of their educational horizons. This then should cause a decrease of the low socioeconomic posture of our current adult population as it matures.

- As we continue our efforts in the improvement of basic skills, we must continue to make instruction meaningful and relevant to the learner.
- Student test results have been shared with schools, teachers, and parents, to assist in the continued process of individual need assessment and learning.
- As the evaluation process develops as mandated, we plan to continue our assessment of our educational goals and objectives.

Realizing the potential as identified in our Community and Public School Resources Profile, we are pleased and proud of our achievements. However, we do not intend to become complacent, and we do desire the best available for our students. This county alone can't do the job. A county with a limited assessable base of loblolly pines and marsh land is handicapped. We seek additional assistance. All students regardless of the incident of birth in the State of Maryland deserve an equal opportunity for learning and equal facilities and equipment to learn.

SOMERSET COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
18,924	$5,890	45.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.0	9.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,421	$8,777	$12,058	9.8	21.0

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
11.7	20.2	94.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$818.52	$581.86	71.2	$22.34

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$6.19	0.8

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	350	98.00	9	92.7	15.65	3.17	1.03
	5	359	100.00	9	91.6	16.00	4.81	1.42
	7	419	94.51	5	90.2	16.28	6.18	1.79
	9	367	81.47	3	93.4	14.28	7.72	1.98
(2) READING COMPREHENSION	3	350	98.00	9	92.7	15.65	3.33	1.12
	5	359	100.00	9	91.6	16.00	4.98	1.35
	7	419	94.51	5	90.2	16.28	6.31	1.61
	9	367	81.47	3	93.4	14.28	7.78	1.72
(3) SPELLING	3	350	98.00	9	92.7	15.65	3.89	1.37
	5	359	100.00	9	91.6	16.00	5.65	1.67
	7	419	94.51	5	90.2	16.28	6.71	2.09
	9	367	81.47	3	93.4	14.28	8.24	2.23
(4) CAPITALIZATION	3	350	98.00	9	92.7	15.65	3.60	1.31
	5	359	100.00	9	91.6	16.00	4.88	1.51
	7	419	94.51	5	90.2	16.28	6.48	2.02
	9	367	81.47	3	93.4	14.28	8.33	2.10
(5) PUNCTUATION	3	350	98.00	9	92.7	15.65	3.79	1.35
	5	359	100.00	9	91.6	16.00	5.17	1.50
	7	419	94.51	5	90.2	16.28	5.97	1.84
	9	367	81.47	3	93.4	14.28	7.88	2.13

AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

SOMERSET COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	350	98.00	9	92.7	15.65	3.47	1.25
	5	359	100.00	9	91.6	16.00	4.94	1.49
	7	419	94.51	5	90.2	16.28	6.18	1.89
	9	367	81.47	3	93.4	14.28	7.79	1.99
(7) LANGUAGE TOTAL	3	350	98.00	9	92.7	15.65	3.69	1.13
	5	359	100.00	9	91.6	16.00	5.16	1.32
	7	419	94.51	5	90.2	16.28	6.34	1.70
	9	367	81.47	3	93.4	14.28	8.06	1.80
(8) MATHEMATICAL CONCEPTS	3	350	98.00	9	92.7	15.65	3.21	.92
	5	359	100.00	9	91.6	16.00	4.98	1.15
	7	419	94.51	5	90.2	16.28	6.49	1.39
	9	367	81.47	3	93.4	14.28	7.76	1.66
(9) MATHEMATICAL PROBLEMS	3	350	98.00	9	92.7	15.65	3.34	1.06
	5	359	100.00	9	91.6	16.00	4.97	1.25
	7	419	94.51	5	90.2	16.28	6.41	1.50
	9	367	81.47	3	93.4	14.28	7.85	1.75
(10) MATHEMATICAL TOTAL	3	330	98.00	9	92.7	15.65	3.28	.94
	5	359	100.00	9	91.6	16.00	4.98	1.11
	7	419	94.51	5	90.2	16.28	6.45	1.32
	9	367	81.47	3	93.4	14.28	7.80	1.56

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (8) (12)
CRISFIELD 1	K-5	330	23.6	95.8	13.0	1.0	11.1	17.0	7.1	28.5	9.3	5663.0
CRISFIELD 3	1-5	232	23.2	98.0	9.0	1.0	16.1	22.5	10.0	31.3	9.3	5663.0
GREENWOOD	4-6	309	20.6	96.6	14.0	1.0	9.5	19.0	20.0	19.9	10.6	7835.0
MT VERNON 1	1-3	47	23.5	96.9	1.0	1.0	1.0	20.5	0.0	11.8	9.1	7063.0
MT VERNON 2	K,4-6	65	26.0	97.3	1.5	1.0	10.7	15.9	0.0	12.8	9.1	7063.0
PRINCESS ANNE	K-3	371	26.5	95.9	13.0	1.0	12.1	30.0	7.1	22.0	10.6	7835.0
TYLERTON	K-6	26	26.0	96.8	1.0	0.0	9.0	0.0	0.0	49.2	7.7	3919.0
WESTOVER CONSOLID	K-6	340	22.7	95.8	13.0	2.0	9.0	33.0	13.3	31.8	10.1	7085.0
CARTER G WOODSON	6-8	359	21.1	92.8	15.0	2.0	9.6	18.5	11.8	29.8	9.3	5660.0
DEAL ISLAND	K-9	290	24.2	95.3	10.0	2.0	12.7	25.0	8.3	73.5	9.3	3386.0
EWELL	K-8	83	27.7	94.8	3.0	0.0	10.0	0.0	0.0	42.8	7.8	4170.0
MARION	K-8	326	22.5	95.3	12.5	2.0	12.6	14.3	13.8	31.9	8.6	4913.0
CRISFIELD SR JR	9-12	485	15.9	90.3	28.4	2.0	11.2	15.1	14.5	29.4	9.0	5387.0
SOMERSET JR	7-9	612	18.5	92.4	31.0	2.0	8.7	23.0	12.1	22.5	10.3	7566.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(CRISFIELD 1 - SOMERSET JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

SOMERSET COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CRISFIELD 1	3	88.5	3.19	2.80	+.39	3.31	2.84	+.47	3.84	3.23	+.61	3.46	3.00	+.46 *
	5	92.4	4.64	4.51	+.13	5.02	4.62	+.40	4.70	4.84	-.14	4.84	4.90	-.06
CRISFIELD 3	3	95.7	3.59	3.27	+.32	3.61	3.31	+.30	4.11	3.68	+.43	3.83	3.40	+.43
	5	101.2	5.37	5.27	+.10	5.67	5.33	+.34	5.75	5.51	+.24	5.59	5.55	+.04
GREENWOOD	5	92.6	4.99	4.53	+.46	4.98	4.64	+.34	5.29	4.86	+.43	5.01	4.91	+.10
MT VERNON 1	3	94.0	3.37	3.16	+.21	3.24	3.20	+.04	3.62	3.58	+.04	3.28	3.30	-.02
MT VERNON 2	5	92.5	4.41	4.52	-.11	5.07	4.63	+.44	4.78	4.85	-.07	4.67	4.90	-.23
PRINCESS ANNE	3	96.2	2.95	3.30	-.35	3.34	3.35	-.01	3.50	3.71	-.21	3.13	3.42	-.29
TYLERTON	3	87.3	2.70	2.73	-.03	4.23	2.76	+1.47 *	2.80	3.16	-.36	2.40	2.94	-.54 *
	5	98.3	3.67	5.02	-1.35 *	4.40	5.10	-.70 *	5.20	5.29	-.09	4.20	5.33	-1.13 *
WESTOVER CONSOLID	3	90.0	3.07	2.90	+.17	3.10	2.94	+.16	3.53	3.33	+.20	2.93	3.08	-.15
	5	85.0	4.23	3.88	+.35	4.48	4.03	+.45	4.91	4.28	+.63	4.48	4.35	+.13
CARTER G WOODSON	7	94.9	6.67	6.26	+.41	6.71	6.35	+.36	6.62	6.50	+.12	6.79	6.68	+.11
DEAL ISLAND	3	93.7	3.25	3.14	+.11	3.23	3.18	+.05	3.84	3.56	+.28	3.48	3.29	+.19
	5	94.0	4.98	4.65	+.33	4.85	4.75	+.10	5.07	4.96	+.11	5.22	5.01	+.21
	7	87.9	6.00	5.49	+.51	5.93	5.65	+.28	5.99	5.88	+.11	6.18	6.02	+.16
	9	91.9	8.02	7.44	+.58	8.06	7.25	+.81 *	7.85	7.51	+.34	7.72	7.62	+.10
EWELL	3	92.8	3.44	3.08	+.36	3.42	3.12	+.30	3.53	3.50	+.03	2.68	3.24	-.56 *
	5	93.0	5.11	4.56	+.55	4.98	4.67	+.31	5.49	4.89	+.60	5.09	4.94	+.15
	7	85.5	5.63	5.22	+.41	5.58	5.42	+.16	6.44	5.67	+.77	6.73	5.80	+.93 *
MARION	3	87.5	3.20	2.74	+.46	3.29	2.77	+.52	3.62	3.17	+.45	3.18	2.95	+.23
	5	83.6	4.75	3.76	+.99 *	4.91	3.91	+1.00 *	5.16	4.18	+.98 *	5.07	4.24	+.83 *
	7	91.0	6.49	5.83	+.66	6.41	5.96	+.45	6.60	6.16	+.44	6.87	6.31	+.56
CRISFIELD SR JR	9	96.3	7.99	7.94	+.05	8.06	7.76	+.30	8.24	7.95	+.29	8.27	8.09	+.18
SOMERSET JR	7	88.1	5.94	5.51	+.43	6.20	5.67	+.53	6.21	5.90	+.31	6.23	6.04	+.19
	9	91.7	7.51	7.41	+.10	7.57	7.22	+.35	7.96	7.49	+.47	7.51	7.59	-.08

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

SOMERSET COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS: VOCABULARY AVERAGE GE	VOCABULARY MARYLAND NORM	VOCABULARY DIFFERENCE	READING COMPREHENSION AVERAGE GE	READING COMPREHENSION MARYLAND NORM	READING COMPREHENSION DIFFERENCE	LANGUAGE TOTAL AVERAGE GE	LANGUAGE TOTAL MARYLAND NORM	LANGUAGE TOTAL DIFFERENCE	MATHEMATICAL TOTAL AVERAGE GE	MATHEMATICAL TOTAL MARYLAND NORM	MATHEMATICAL TOTAL DIFFERENCE
CRISFIELD 1	3	88.5	3.19	2.75	+.44	3.31	2.80	+.51	3.84	3.21	+.63 *	3.46	2.98	+.48 *
	5	92.4	4.64	4.32	+.32	5.02	4.49	+.53	4.70	4.79	-.09	4.84	4.83	+.01
CRISFIELD 3	3	95.7	3.59	3.16	+.43	3.61	3.25	+.36	4.11	3.64	+.47	3.83	3.35	+.48 *
	5	101.2	5.37	4.90	+.47	5.67	5.09	+.58	5.75	5.38	+.37	5.59	5.41	+.18
GREENWOOD	5	92.6	4.99	4.50	+.49	4.98	4.63	+.35	5.29	4.84	+.45	5.01	4.89	+.12
MT VERNON 1	3	94.0	3.37	3.07	+.30	3.24	3.14	+.10	3.62	3.53	+.09	3.28	3.27	+.01
MT VERNON 2	5	92.5	4.41	4.37	+.04	5.07	4.51	+.56	4.78	4.84	-.06	4.67	4.88	-.21
PRINCESS ANNE	3	96.2	2.95	3.26	-.31	3.34	3.33	+.01	3.50	3.70	-.20	3.13	3.40	-.27
TYLERTON	3	87.3	2.70	2.61	+.09	4.23	2.67	+1.56 *	2.80	3.09	-.29	2.40	2.89	-.49 *
	5	98.3	3.67	4.55	-.88 *	4.40	4.76	-.36	5.20	5.16	+.04	4.20	5.19	-.99 *
WESTOVER CONSOLID	3	90.0	3.07	2.88	+.19	3.10	2.92	+.18	3.53	3.32	+.21	2.93	3.08	-.15
	5	85.0	4.23	3.94	+.29	4.48	4.07	+.41	4.91	4.31	+.60	4.48	4.38	+.10
CARTER G WOODSON	7	94.9	6.67	6.21	+.46	6.71	6.34	+.37	6.62	6.46	+.16	6.79	6.73	+.06
DEAL ISLAND	3	93.7	3.25	3.03	+.22	3.23	3.13	+.10	3.84	3.53	+.31	3.48	3.23	+.25
	5	94.0	4.98	4.35	+.63	4.85	4.56	+.29	5.07	4.83	+.24	5.22	4.88	+.34
	7	87.9	6.00	5.40	+.60	5.93	5.61	+.32	5.99	5.78	+.21	6.18	5.97	+.21
	9	91.9	8.02	7.12	+.90 *	8.06	7.18	+.88 *	7.85	7.28	+.57	7.72	7.50	+.22
EWELL	3	92.8	3.44	2.93	+.51	3.42	3.02	+.40	3.53	3.43	+.10	2.68	3.18	-.50 *
	5	93.0	5.11	4.22	+.89 *	4.98	4.42	+.56	5.49	4.81	+.68 *	5.09	4.84	* +.25
	7	85.5	5.63	5.25	+.38	5.58	5.46	+.12	6.44	5.73	+.71	6.73	5.97	+.76 *
MARION	3	87.5	3.20	2.67	+.53	3.29	2.72	+.57 *	3.62	3.13	+.49	3.18	2.92	+.26
	5	83.6	4.75	3.68	+1.07 *	4.91	3.84	+1.07 *	5.16	4.18	+.98 *	5.07	4.24	+.83 *
	7	91.0	6.49	5.81	+.68	6.41	5.98	+.43	6.60	6.15	+.45	6.87	6.42	+.45
CRISFIELD SR JR	9	96.3	7.99	7.64	+.35	8.06	7.76	+.30	8.24	7.79	+.45	8.27	8.06	+.21
SOMERSET JR	7	88.1	5.94	5.52	+.42	6.20	5.68	+.52	6.21	5.92	+.29	6.23	6.04	+.19
	9	91.7	7.51	7.36	+.15	7.57	7.22	+.35	7.96	7.46	+.50	7.51	7.58	-.07

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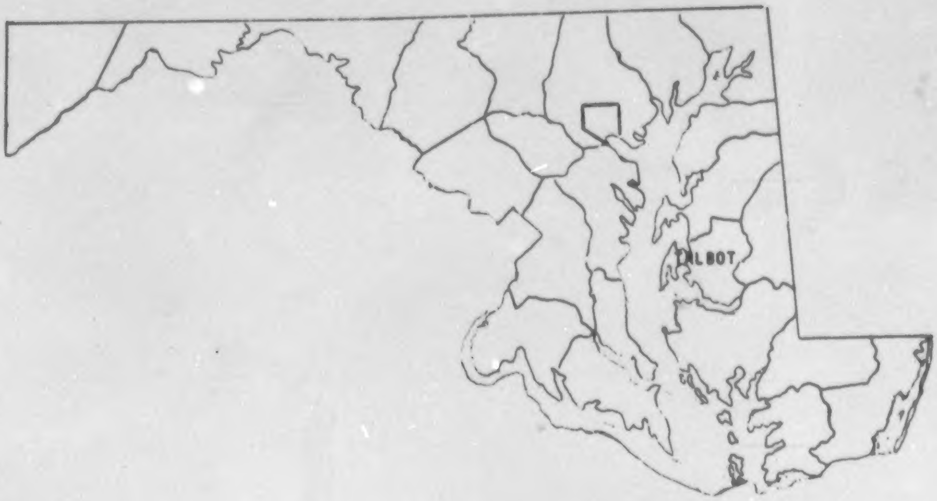
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.21 TALBOT COUNTY

School System Goals and Objectives



A. Goal and Objective Activities. In order to implement the Accountability Law, a number of meetings were held to involve professionals. These sessions followed rather intensive meetings, conducted by the State Department of Education, to give direction to the whole process and to the whole area of accountability. Our first workshop in Talbot County involved all of the instructional supervisors. At these sessions, County Goals in Reading, Writing, and Mathematics were formulated. Each County Goal was developed so as to be compatible with and consistent with the corresponding State Goals.

One of the State Goals in Reading is: "Each student will be able to use a word recognition system." A Talbot County Goal compatible with this State Goal is: "Each student will demonstrate that a word recognition system has been mastered." A School Objective related to this County Goal is: "Each student will recognize that letters may vary in their sounds in different words."

B. Talbot County Public School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Talbot County has developed the following local system goals:

In Reading, each student should be able to:

1.A. Identify personal purposes for using print and nonprint materials.

1.B. Select from a wide variety of available print and nonprint materials which are suitable both in level of difficulty and in content.

2.A. Demonstrate that a word recognition system has been mastered.

2.B. Pronounce instantaneously and simultaneously words and identify their appropriate meanings.

3.A. Demonstrate the ability to comprehend reading materials commensurate with the ability of the students.

3.B. Demonstrate the ability to ask appropriate questions and to find reasonable answers based on experience and knowledge about the content being discussed or read.

4.A. Demonstrate the ability to follow directions.

4.B. Demonstrate the ability to locate references.

4.C. Demonstrate the ability to obtain information.

4.D. Demonstrate the ability to utilize print and nonprint materials for personal satisfaction.

4.E. Demonstrate the ability to understand forms.

5.A. Demonstrate an interest in a wide variety of reading materials.

5.B. Demonstrate a positive attitude toward reading, indicated by an interest in reading and desire to read.

In Writing, each student who has completed the Talbot County Writing Program should be able to:

1.A. Record his thoughts and feelings for his own use, observing appropriate linguistic form, levels of usage and conventions of rhetoric and mechanics.

1.B. Communicate his thoughts and feelings to others, observing appropriate linguistic form, levels of usage and conventions of rhetoric and mechanics.

2.A. Write in a social situation, observing accepted conventions of writing.

.B. Write in a business or vocational situation, observing the accepted conventions of writing.

2.C. Write in a scholastic situation, observing accepted conventions of writing.

3.A. Demonstrate the necessity of writing for a variety of personal and social needs. (Affective Domain)

3.B. Write to fulfill personal and social needs.

3.C. Give evidences of satisfaction from writing.

In Mathematics, each Talbot County student, commensurate with his ability and upon completion of the required courses, should:

1.A. Demonstrate the ability to count, using a number system.

1.B. Demonstrate the ability to analyze a number system.

a. Recall mathematical facts
b. Identify mathematical symbols
c. Compare sizes, shapes, numbers

2.A. Demonstrate the ability to use a numerical system and make mathematical computations.

a. Perform the operations of addition, subtraction, multiplication, and division
b. Mentally perform arithmetic operations

2.B. Demonstrate the ability to solve simple equations involving one unknown.

3.A. Exhibit skill in making and/or interpreting graphs from raw data.

3.B. Identify and describe some of the common geometric shapes.

3.C. Express verbally the understanding of mathematical concepts and processes.

4.A. Demonstrate skill and knowledge necessary to solve problems.

4.B. Demonstrate a logical sequence in the solution of verbal problems.

5. Demonstrate the existence of a problem, state it formally, list the hypothesis and state if it had a unique solution.

6.A. Explain the contribution that mathematics has made to the progress of civilization.

6.B. Exhibit a general understanding of sets and logic.

6.C. Demonstrate the ability to use measurement and understand some of the basic concepts related to probability.

C. Comments on the Accountability Assessment Program Results. From an examination of Table 5, which shows the relationship of achievement by skill areas to Maryland norms with nonverbal ability scores and socioeconomic status statistically controlled, some statements concerning student progress in vocabulary, reading comprehension, total language, and mathematics may be made.

1. There are 34 plus differences out of a total of 56 scores.

2. The number of plus scores greater than 3 months is three and the number of scores less than minus 3 months is five.

3. In vocabulary, ten of these schools are within the statistical range of plus or minus 3 months grade equivalence score.

4. In reading comprehension, nine schools are within the statistical range of plus or minus 3 months grade equivalence score.

5. In total language score, ten schools are within the statistical range of plus or minus 3 months grade equivalence score.

6. In total mathematics score, ten schools are within the statistical range of plus or minus 3 months grade equivalence score.

D. Program Modification Activities. The appraisal and assessment of our educational program is an ongoing activity which was given additional emphasis during the past school year. All of our professionals, approximately three hundred teachers, administrators, and supervisors, were involved in a two-day workshop. The purpose of this workshop was to review and write School Objectives in the areas of Reading, Writing, and Mathematics. These School Objectives were written on four levels, namely, the primary level, intermediate level, middle school level, and secondary school level. All of our professionals contributed to this writing experience.

As a result of the work done during this two-day work session, many School Objectives were compiled. The number of School Objectives in these three areas was over one thousand. Following this process, small committees consisting of approximately five people reviewed these School Objectives by school levels and edited them. After being edited, the School Objectives were then arranged in sequence in the form of a hierarchy. The purpose of this hierarchy is to give order to the way in which students progress through the Talbot County schools.

Further emphasis in workshop experiences conducted for teachers during the summer of 1974 was given to this whole area of reading, writing, and mathematics. At this workshop, teachers reviewed the School Objectives and formulated diagnostic tests which relate to specific School Objectives. This activity resulted in the production of numerous diagnostic exercises and tests. Again, these activities were arranged according to sequence so that students could progress in an orderly fashion and at their own learning rate.

This type of programming in the curriculum areas mentioned will do much to strengthen the existing curriculum. It was clear from an analysis of the various tables related to the tests in the basic skill areas that the students in Talbot County compare favorably with students throughout the State. This endeavor to arrange these skills in a sequential manner will help to reinforce and strengthen our existing curriculum. Furthermore, it will give school professionals an opportunity to extend our program for those youngsters who are highly able and to enrich the existing program for all students.

TALBOT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
23,682	$8,073	29.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.5	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,950	$9,745	$15,754	8.5	21.8

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
17.1	16.6	94.3

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$979.57	$727.26	74.3	24.38

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.5	$9.33	0.9

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TALBOT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	353	100.00	5	100.4	16.54	3.59	1.10
	5	381	100.00	5	100.4	16.37	5.19	1.60
	7	409	96.58	2	101.2	15.16	6.69	1.78
	9	446	82.74	2	102.5	15.13	8.50	2.03
(2) READING COMPREHENSION	3	353	100.00	5	100.4	16.54	3.66	1.19
	5	381	100.00	5	100.4	16.37	5.24	1.59
	7	409	96.58	2	101.2	15.16	6.99	1.71
	9	446	82.74	2	102.5	15.13	8.71	1.78
(3) SPELLING	3	353	100.00	5	100.4	16.54	4.41	1.33
	5	381	100.00	5	100.4	16.37	5.66	1.73
	7	409	96.58	2	101.2	15.16	7.07	1.76
	9	446	82.74	2	102.5	15.13	8.64	2.13
(4) CAPITALIZATION	3	353	100.00	5	100.4	16.54	4.20	1.25
	5	381	100.00	5	100.4	16.37	5.68	1.63
	7	409	96.58	2	101.2	15.16	6.96	1.89
	9	446	82.74	2	102.5	15.13	8.76	2.12
(5) PUNCTUATION	3	353	100.00	5	100.4	16.54	4.21	1.40
	5	381	100.00	5	100.4	16.37	5.41	1.68
	7	409	96.58	2	101.2	15.16	6.76	1.94
	9	446	82.74	2	102.5	15.13	8.63	2.06

AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

* NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TALBOT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	353	100.00	5	100.4	16.54	3.90	1.36
	5	381	100.00	5	100.4	16.37	5.34	1.74
	7	409	96.58	2	101.2	15.16	6.90	2.02
	9	446	82.74	2	102.5	15.13	8.39	2.28
(7) LANGUAGE TOTAL	3	353	100.00	5	100.4	16.54	4.18	1.16
	5	381	100.00	5	100.4	16.37	5.52	1.50
	7	409	96.58	2	101.2	15.16	6.92	1.73
	9	446	82.74	2	102.5	15.13	8.61	1.89
(8) MATHEMATICAL CONCEPTS	3	353	100.00	5	100.4	16.54	3.77	.94
	5	381	100.00	5	100.4	16.37	5.30	1.42
	7	409	96.58	2	101.2	15.16	7.03	1.53
	9	446	82.74	2	102.5	15.13	8.34	1.84
(9) MATHEMATICAL PROBLEMS	3	353	100.00	5	100.4	16.54	3.63	1.04
	5	381	100.00	5	100.4	16.37	5.23	1.36
	7	409	96.58	2	101.2	15.16	6.76	1.68
	9	446	82.74	2	102.5	15.13	8.68	1.78
(10) MATHEMATICAL TOTAL	3	353	100.00	5	100.4	16.54	3.70	.94
	5	381	100.00	5	100.4	16.37	5.27	1.30
	7	409	96.58	2	101.2	15.16	6.90	1.49
	9	446	82.74	2	102.5	15.13	8.51	1.69

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CORDOVA	K-3	212	26.5	94.8	8.0	0.0	12.7	0.0	0.0	26.7	10.1	6750.0
FREDERICK DOUGLASS	K-5	366	19.3	96.8	18.0	1.0	9.1	10.0	15.8	16.5	11.3	7979.0
GLENWOOD	4-5	445	21.2	95.6	20.0	1.0	13.3	40.0	14.3	27.2	11.6	8770.0
IDLEWILD	2-3	334	17.6	96.1	18.0	1.0	11.6	24.0	15.8	27.6	11.6	0778.0
TILGHMAN	K-6	184	23.0	95.6	7.0	1.0	5.1	19.5	25.0	14.2	10.7	7348.0
UPPER COUNTY	4-6	146	20.9	96.0	6.0	1.0	4.8	10.0	14.3	25.6	10.7	7464.0
WHITE MARSH	K-6	306	19.1	96.2	15.0	1.0	6.5	26.0	6.3	22.1	11.2	8201.0
EASTON MIDDLE	6-8	837	19.0	94.5	42.0	2.0	12.7	16.5	22.7	26.7	11.3	8349.0
ST MICHAELS MIDDLE	6-8	266	14.0	96.0	18.0	1.0	9.7	8.0	31.6	18.6	11.0	7771.0
EASTON HIGH	9-12	1108	17.6	91.5	60.0	3.0	10.5	20.5	22.2	25.9	11.3	8283.0
ST MICHAELS HIGH	9-12	396	13.7	92.2	27.0	2.0	7.9	22.0	24.1	18.2	11.0	7665.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

TALBOT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CORDOVA	3	107.7	3.85	3.88	-.03	4.00	4.03	-.03	4.48	4.38	+.10	4.20	3.97	+.23
FREDERICK DOUGLASS	3 5	99.5 104.7	3.67 5.60	3.47 5.34	+.20 +.26	3.71 5.74	3.56 5.49	+.15 +.25	4.12 5.86	3.92 5.65	+.20 +.21	3.71 5.77	3.58 5.69	+.13 +.08
GLENWOOD	5	100.0	5.30	5.08	+.22	5.25	5.20	+.05	5.60	5.35	+.25	5.18	5.40	-.22
IDLEWILD	3	102.2	3.72	3.64	+.08	3.78	3.74	+.04	4.35	4.09	+.26	3.81	3.72	+.09
TILGHMAN	3 5	95.5 100.2	3.28 5.11	3.22 4.99	+.06 +.12	2.98 5.25	3.29 5.14	-.31 +.11	3.29 5.55	3.66 5.34	-.37 +.21	3.07 5.40	3.36 5.38	-.29 +.02
UPPER COUNTY	5	99.3	4.96	4.93	+.03	5.05	5.08	-.03	5.22	5.28	-.06	5.06	5.32	-.26
WHITE MARSH	3 5	90.3 97.0	2.94 4.40	2.95 4.84	-.01 -.44	3.10 4.64	2.98 4.97	+.12 -.33	3.76 4.98	3.37 5.14	+.39 -.16	3.08 4.96	3.11 5.19	-.03 -.23
EASTON MIDDLE	7	101.3	6.70	6.87	-.17	6.94	6.93	+.01	6.94	6.96	-.02	6.76	7.18	-.42
ST MICHAELS	7	101.1	6.68	6.84	-.16	7.12	6.91	+.21	6.87	6.93	-.06	7.29	7.17	+.12
EASTON HIGH	9	103.2	8.60	8.51	+.09	8.84	8.50	+.34	8.77	8.44	+.33	8.52	8.73	-.21
ST MICHAELS HIGH	9	100.5	8.24	8.21	+.03	8.36	8.19	+.17	8.17	8.18	-.01	8.49	8.44	+.05

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TALBOT COUNTY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

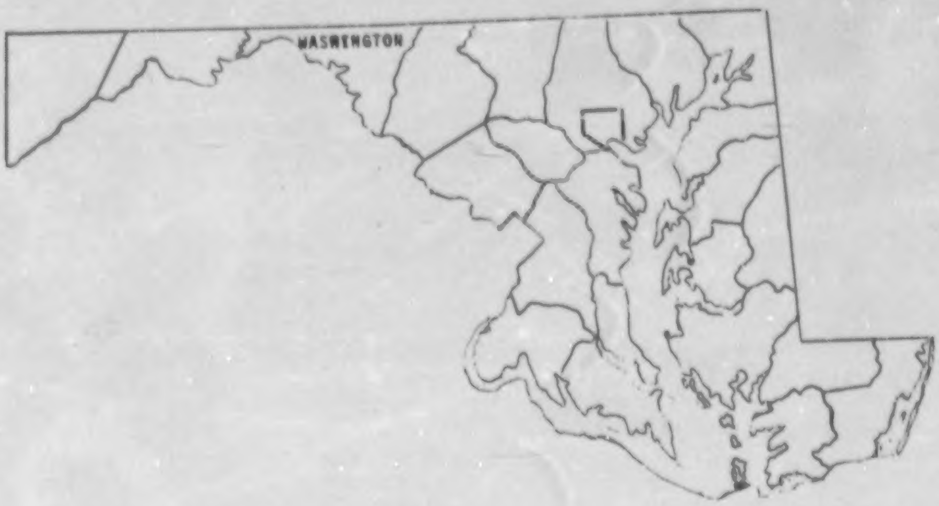
			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CORDOVA	3	107.7	3.85	4.04	-.19	4.00	4.11	-.11	4.48	4.43	+.05	4.20	4.05	+.15
FREDERICK DOUGLASS	3 5	99.5 104.7	3.67 5.60	3.51 5.57	+.16 +.03	3.71 5.74	3.57 5.62	+.14 +.12	4.12 5.86	3.92 5.78	+.20 +.08	3.71 5.77	3.60 5.81	+.11 -.04
GLENWOOD	5	100.0	5.30	5.17	+.13	5.25	5.24	+.01	5.60	5.42	+.18	5.18	5.46	-.28
IDLEWILD	3	102.2	3.72	3.68	+.04	3.78	3.75	+.03	4.35	4.09	+.26	3.81	3.75	+.06
TILGHMAN	3 5	95.5 100.2	3.28 5.11	3.25 5.18	+.03 -.07	2.98 5.25	3.30 5.25	-.32 +.00	3.29 5.55	3.67 5.43	-.38 +.12	3.07 5.40	3.39 5.48	-.32 -.08
UPPER COUNTY	5	99.3	4.96	5.11	-.15	5.05	5.18	-.13	5.22	5.37	-.15	5.06	5.41	-.35
WHITE MARSH	3 5	90.3 97.0	2.94 4.40	2.92 4.91	+.02 -.51	3.10 4.64	2.96 5.00	+.14 -.36	3.76 4.98	3.35 5.19	+.41 -.21	3.08 4.96	3.10 5.24	-.02 -.28
EASTON MIDDLE	7	101.3	6.70	6.96	-.26	6.94	6.99	-.05	6.94	7.07	-.13	6.76	7.27	-.51
ST MICHAELS	7	101.1	6.68	6.94	-.26	7.12	6.97	+.15	6.87	7.05	-.18	7.29	7.25	+.04
EASTON HIGH	9	103.2	8.60	8.73	-.13	8.84	8.58	+.26	8.77	8.63	+.14	8.52	8.84	-.32
ST MICHAELS HIGH	9	100.5	8.24	8.42	-.19	8.36	8.26	+.10	8.17	8.36	-.19	8.49	8.55	-.06

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.22 WASHINGTON COUNTY

School System Goals and Objectives



A. Goal Setting Activities at the School System and Individual School Levels. System goals in reading, writing and mathematics have been completed and approved by the MSDE. These goals have been sent to each county school. Each school has established three (3) committees which have begun development of their own objectives in each area. Three half-day workshop sessions have been organized for November 6 and 7, 1974, for chairpersons of each school committee. Substitutes will be provided. Workshops will be conducted by the county-wide committees. The purpose of the workshops is to assess the progress of each school committee and to assist with the development of objectives as needed.

B. Washington County School System Goals. Based upon the State-Wide Goals in Reading, Writing and Mathematics, adopted by the Maryland State Board of Education, Washington County has developed the following local system goals:

In Reading:

1.A. Each student who has completed the elementary-secondary school reading program should be able to identify his own purposes for using print and nonprint materials.

1.B. Each student who has completed the elementary-secondary school reading program should be able to select materials which are suitable both in level of difficulty and in content from a wide variety of available print and nonprint materials.

2.A. Each student who has completed the elementary-secondary school reading program should be able to identify and apply a word recognition system. Such a system includes skills of picture, context, structural, phonic, and authority (glossary, dictionary, and/or peer) clues.

2.B. Each student who has completed the elementary-secondary school reading program should be able to pronounce many words without hesitation and at the same time identify their appropriate meanings.

3.A. Each student who has completed the elementary-secondary school reading program should be able to comprehend various reading materials. Comprehension includes understanding the meaning, drawing inferences, and identifying the style, time, mood, cause-effect, and/or sequence.

3.B. Each student who has completed the elementary-secondary school reading program should be able to ask a variety of questions about materials read and to find suitable answers to those questions. Based on his own experiences and knowledge of the content material, the questions should cause the student to think literally (reading of the lines), critically (reading between the lines), and creatively (reading beyond the lines).

4.A. Each student who has completed the elementary-secondary school reading program should be able to follow directions.

4.B. Each student who has completed the elementary-secondary school reading program should be able to locate references.

4.C. Each student who has completed the elementary-secondary school reading program should be able to gain information.

4.D. Each student who has completed the elementary-secondary school reading program should be able to understand forms.

4.E. Each student who has completed the elementary-secondary school reading program should be able to attain personal reading-habit development.

5.A. Each student who has completed the elementary-secondary school reading program should have a positive attitude toward reading, indicated by an interest in reading and a desire to read.

In Writing:

1.A. Each student who has completed the elementary-secondary school writing program should be able to record thoughts and feelings for personal use, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

1.B. Each student who has completed the elementary-secondary school writing program should be able to communicate thoughts and feelings to others in writing, observing appropriate linguistic form, levels of usage, and conventions of rhetoric and mechanics.

2.A. Each student who has completed the elementary-secondary school writing program should be able to write in a social situation, observing appropriate, accepted conventions of writing.

2.B. Each student who has completed the elementary-secondary school writing program should be able to write in a business or vocational situation, observing appropriate, accepted conventions of writing.

2.C. Each student who has completed the elementary-secondary school writing program should be able to write in a scholastic situation, observing appropriate, accepted conventions of writing.

3.A. Each student who has completed the elementary-secondary school writing program should be able to recognize and respond to the necessity of writing for a variety of personal and social needs.

3.B. Each student who has completed the elementary-secondary school writing program should be able to give evidence of satisfaction from writing.

In Mathematics: (Goal numbers correspond to State Goals)

1. Upon Completion of the elementary-secondary school mathematics program, each student should be able to:

   a. Recall mathematical facts
   b. Identify mathematical symbols
   c. Recognize mathematical terms and simple definitions
   d. Identify common geometric shapes

2. Upon completion of the elementary-secondary school mathematics program, each student should be able to:
    a. Perform the basic operations of addition, subtraction, multiplication, and division
    b. Solve simple linear equations involving one unknown
    c. Use basic skills in working with common geometric shapes
    d. Demonstrate basic skills in performing measurements

3. Upon completion of the elementary-secondary school mathematics program, each student should be able to:
    a. Understand the concept of number
    b. Understand place value in representing a number
    c. Understand basic properties of a number system
    d. Understand the process of computation
    e. Understand the concepts related to common geometric shapes
    f. Understand the concepts related to measurement

4. Upon completion of the elementary-secondary school mathematics program, each student should be able to:
    a. Develop basic skills in solving mathematical problems

5. Upon completion of the elementary-secondary school mathematics program, each student should be able to:
    a. Utilize and apply mathematical techniques and reasoning in the solution of personal and societal problems

6. Upon completion of the elementary-secondary school mathematics program, each student should be able to:
    a. Recognize the significance of mathematics to the progress of civilization
    b. Recognize the occupational and vocational uses of mathematics
    c. Use mathematics in everyday life situations

C. Sample Objectives for "Typical" Elementary and Secondary Schools.

Elementary Reading:

1. Given a choice of topics, a student completing the second instructional level will be able to express orally to his teacher what he would like to know about the topic of his choice.

2. Given a choice of print and nonprint materials at different reading levels, a student completing the third instructional level will be able to select materials on his reading level.

Secondary Reading:

1. Given a topic and a variety of print and nonprint materials, a student completing the ninth instructional level will be able to identify and list the specific materials which will serve his purpose.

2. Selecting a topic, a student completing the twelfth instructional level will demonstrate his ability to identify purposes for reading about the topic and to select both print and nonprint materials at his instructional reading level by making a multimedia presentation.

Elementary Writing:

1. Having verbalized a thought, the student will be able to record that thought in an acceptable sentence, employing the punctuation necessary to express his meaning.

2. Given the need to secure or purchase many items, the student will be able to make a list.

Secondary Writing:

1. Having heard or created a rhyme or joke he wishes to remember, the student will be able to write it down.

2. Having organized his thinking and desiring further to clarify his ideas, the student will be able to write an essay, observing accepted conventions of writing.

Elementary Mathematics:

1. Given the request by his teacher, the student completing level 5 should be able to recall orally, or in written form, the addition and subtraction facts through 18.

2. A student completing level 5 should be able to write the fraction symbol for a given part of a whole on a teacher-made test.

Secondary Mathematics:

1. Given a multiplication sentence, the student completing the eighth instructional level should be able to identify the product and factors by labeling them on a teacher-made test.

2. Given a rational number in decimal form with up to four digits and no more than two digits to the right of the decimal point, a student completing high school should be able to write the number as a word statement on a teacher-made test.

D. Comments on the Results of Accountability Assessment Program. The Accountability Assessment Program has resulted in a system-wide reexamination of instructional priorities. However, care must be exercised to assure that the objectives which are developed go beyond the lowest levels of the cognitive domain.

E. Progress of Schools Towards School Goals. In addition to the development of goals and objectives in reading, writing and mathematics, Washington County has developed or is developing system-wide and school objectives in the following instructional areas:

- Art-Elementary objectives have been developed for televised art. On the secondary level, art goals are on a county-wide basis.
- Music-Performance objectives have been developed for part of the instructional program in instrumental music. Broad goals guide the vocal music program.
- Science-System-wide and school objectives have been developed for science, in line with national objectives.
- Social Studies--The social studies curriculum is guided by broad system objectives. Some background work has been done to prepare specific objectives for social studies skills such as map-reading and using globes and charts.
- Physical Education - Goals for physical education have been developed K-6. Included in the program are in-school activities, extra-class activities, and an evaluation component.
- Career Education - Goals and objectives for career education, as components of regular instructional programs, have been developed and are in operation K-12.

F. Program Modification Activities. During the reporting year, program modification has occured in elementary mathematics and elementary language arts. Several pilot programs in reading and writing are in operation. A new elementary mathematics series has been adopted. In language arts and mathematics, increased emphasis has been placed on basic skills mastery.

G. Program Needs. Effective curriculum development requires broadly-based planning by those who will be implementing such programs. There is a need for additional funds to convene teachers for this purpose. Funds would finance either substitutes during school hours or pay workshop costs in the evenings, on weekends or during the summer.

WASHINGTON COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
103,829	$8,778	27.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.4	11.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
23,847	$10,697	$15,663	11.8	21.6

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
27.3	20.2	95.3

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$ 892.08	$ 670.09	75.2	$14.79

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.7	$ 7.83	0.9

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1725	98.32	27	100.1	15.72	3.38	1.09
	5	1928	100.00	26	103.1	15.85	4.97	1.58
	7	1959	97.09	9	103.4	16.31	6.74	1.92
	9	1903	90.86	7	103.9	16.85	8.22	2.16
(2) READING COMPRE-HENSION	3	1725	98.32	27	100.1	15.72	3.54	1.21
	5	1928	100.00	26	103.1	15.85	5.32	1.50
	7	1959	97.09	9	103.4	16.31	6.94	1.73
	9	1903	90.86	7	103.9	16.85	8.31	2.01
(3) SPELLING	3	1725	98.32	27	100.1	15.72	3.90	1.34
	5	1928	100.00	26	103.1	15.85	5.32	1.73
	7	1959	97.09	9	103.4	16.31	6.80	2.10
	9	1903	90.86	7	103.9	16.85	7.96	2.40
(4) CAPITAL-IZATION	3	1725	98.32	27	100.1	15.72	3.84	1.30
	5	1928	100.00	26	103.1	15.85	5.47	1.62
	7	1959	97.09	9	103.4	16.31	6.98	2.08
	9	1903	90.86	7	103.9	16.85	8.12	2.39
(5) PUNCTUATION	3	1725	98.32	27	100.1	15.72	4.06	1.41
	5	1928	100.00	26	103.1	15.85	5.51	1.61
	7	1959	97.09	9	103.4	16.31	6.74	2.08
	9	1903	90.86	7	103.9	16.85	7.85	2.32

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

WASHINGTON COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1725	98.32	27	100.1	15.72	3.60	1.31
	5	1928	100.00	26	103.1	15.85	5.08	1.73
	7	1959	97.09	9	103.4	16.31	6.71	2.09
	9	1903	90.86	7	103.9	16.85	7.83	2.32
(7) LANGUAGE TOTAL	3	1725	98.32	27	100.1	15.72	3.85	1.18
	5	1928	100.00	26	103.1	15.85	5.35	1.48
	7	1959	97.09	9	103.4	16.31	6.81	1.85
	9	1903	90.86	7	103.9	16.85	7.95	2.09
(8) MATHEMATICAL CONCEPTS	3	1725	98.32	27	100.1	15.72	3.68	1.01
	5	1928	100.00	26	103.1	15.85	5.87	1.51
	7	1959	97.09	9	103.4	16.31	7.51	1.79
	9	1903	90.86	7	103.9	16.85	8.85	2.06
(9) MATHEMATICAL PROBLEMS	3	1725	98.32	27	100.1	15.72	3.62	1.11
	5	1928	100.00	26	103.1	15.85	5.47	1.36
	7	1959	97.09	9	103.4	16.31	7.17	1.65
	9	1903	90.86	7	103.9	16.85	8.29	1.96
(10) MATHEMATICAL TOTAL	3	1725	98.32	27	100.1	15.72	3.66	1.01
	5	1928	100.00	26	103.1	15.85	5.67	1.36
	7	1959	97.09	9	103.4	16.31	7.34	1.62
	9	1903	90.86	7	103.9	16.85	8.64	1.91

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BESTER	PRE K-6	778	23.9	94.2	30.5	2.0	10.3	40.0	16.9	17.8	10.6	7462.0
BOONSBORO ELEM	K-5	383	26.2	97.6	13.6	1.0	11.9	11.0	13.7	8.0	11.9	9121.0
CLEAR SPRING ELEM	K-6	596	25.9	96.1	22.0	1.0	13.7	31.6	21.7	11.8	10.8	7877.0
CONOCOCHEAGUE	K-6	378	25.2	96.9	14.0	1.0	13.3	35.0	36.7	11.5	11.0	8524.0
EMMA K DOUB ELEM	K-5	309	23.8	96.1	12.0	1.0	11.0	45.0	23.1	14.8	11.1	7976.0
FOUNTAIN ROCK	K-5	359	22.4	96.4	15.0	1.0	4.9	23.0	18.7	15.6	11.7	8540.0
FOUNTAINDALE	K-5	527	23.9	96.7	20.0	2.0	14.0	22.8	27.3	4.6	12.4	11551.0
FUNKSTOWN	K-5	290	29.0	96.9	9.0	1.0	7.9	8.0	20.0	3.9	12.1	9881.0
GREENBRIER	K-5	282	23.5	95.5	11.0	1.0	5.1	9.0	33.3	10.0	11.5	8838.0
HANCOCK	PRE K-5	451	22.5	96.4	19.0	1.0	20.4	13.0	25.0	16.1	9.2	7127.0
KEEDYSVILLE	1-6	105	21.0	95.9	4.0	1.0	25.5	40.0	20.0	24.4	9.3	7507.0
LINCOLNSHIRE	K-6	789	24.4	96.9	30.3	2.0	10.2	24.2	18.6	6.0	12.2	10345.0
MAUGANSVILLE	K-6	450	26.5	96.9	16.0	1.0	16.8	14.0	17.6	12.3	11.7	9449.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(BESTER - MAUGANSVILLE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BESTER	3 5	95.5 99.1	2.90 4.22	3.21 4.91	-.31 -.69 *	3.10 4.69	3.29 5.06	-.19 -.37	3.34 4.82	3.66 5.27	-.32 -.45	3.37 5.13	3.36 5.31	+.01 -.18
BOONSBORO ELEM	3 5	99.5 106.9	3.21 4.71	3.50 5.57	-.29 -.86 *	3.54 5.25	3.58 5.70	-.04 -.45	3.71 5.25	3.94 5.82	-.23 -.57	3.53 5.96	3.59 5.86	-.06 +.10
CLEAR SPRING ELEM	3 5	92.7 101.5	3.21 4.94	3.07 5.10	+.14 -.16	3.35 5.32	3.12 5.24	+.23 +.08	3.57 5.17	3.50 5.44	+.07 -.27	3.43 5.40	3.23 5.48	+.20 -.08
CONOCOCHEAGUE	3 5	104.3 98.5	3.49 4.70	3.74 4.94	-.25 -.24	3.81 5.14	3.85 5.06	-.04 +.08	4.31 5.00	4.20 5.25	+.11 -.25	3.83 5.14	3.82 5.30	+.01 -.16
EMMA K DOUB ELEM	3 5	103.2 104.5	3.27 4.41	3.67 5.32	-.40 -.91 *	3.47 4.99	3.78 5.46	-.31 -.47	3.64 5.20	4.14 5.64	-.50 -.44	3.64 5.65	3.76 5.68	-.12 -.03
FOUNTAIN ROCK	3 5	97.0 109.0	3.25 5.03	3.35 5.67	-.10 -.64	3.35 5.28	3.42 5.81	-.07 -.53	3.46 5.33	3.78 5.95	-.32 -.62	3.52 5.48	3.46 5.98	+.06 -.50
FOUNTAINDALE	3 5	106.7 110.5	4.15 5.99	3.95 5.92	+.20 +.07	4.33 6.40	4.05 6.01	+.28 +.39	4.57 6.43	4.37 6.12	+.20 +.31	4.41 6.79	3.98 6.15	+.43 +.64 *
FUNKSTOWN	3 5	97.9 107.4	3.51 5.44	3.43 5.64	+.08 -.20	3.63 5.79	3.49 5.75	+.14 +.04	4.05 6.10	3.84 5.87	+.21 +.23	3.65 6.27	3.52 5.91	+.13 +.36
GREENBRIER	3 5	97.1 97.4	2.97 4.34	3.35 4.91	-.38 -.57	3.01 4.70	3.42 5.02	-.41 -.32	3.32 4.53	3.78 5.18	-.46 -.65	3.18 4.88	3.46 5.23	-.28 -.35
HANCOCK	3 5	93.1 102.6	3.33 4.53	3.03 5.05	+.30 -.52	3.72 5.16	3.09 5.20	+.63 * -.04	3.92 5.34	3.48 5.52	+.44 -.18	3.65 5.56	3.23 5.54	+.42 +.02
KEEDYSVILLE	3 5	93.9 96.0	2.55 4.41	3.08 4.63	-.53 -.22	2.78 4.54	3.14 4.77	-.36 -.23	2.94 4.58	3.53 5.08	-.59 -.50	2.99 5.29	3.27 5.12	-.28 +.17
LINCOLNSHIRE	3 5	103.6 103.5	3.58 5.18	3.76 5.41	-.18 -.23	3.73 5.45	3.85 5.50	-.12 -.05	4.50 5.91	4.19 5.62	+.31 +.29	3.98 5.80	3.81 5.66	+.17 +.14
MAUGANSVILLE	3 5	98.0 105.7	3.64 5.11	3.42 5.49	+.22 -.38	3.58 5.24	3.48 5.61	+.10 -.37	3.60 5.28	3.84 5.75	-.24 -.47	3.76 5.82	3.52 5.79	+.24 +.03

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
BESTER	3	95.5	2.90	3.25	-.35	3.10	3.30	-.20	3.34	3.67	-.33	3.37	3.39	-.02
	5	99.1	4.22	5.09	-.87 *	4.69	5.17	-.48	4.82	5.35	-.53	5.13	5.39	-.26
BOONSBORO ELEM	3	99.5	3.21	3.51	-.30	3.54	3.57	-.03	3.71	3.92	-.21	3.53	3.60	-.07
	5	106.9	4.71	5.76	-1.05 *	5.25	5.79	-.54	5.25	5.94	-.69 *	5.96	5.97	-.01
CLEAR SPRING ELEM	3	92.7	3.21	3.07	+.14	3.35	3.12	+.23	3.57	3.50	+.07	3.43	3.23	+.20
	5	101.5	4.94	5.30	-.36	5.32	5.36	-.04	5.17	5.53	-.36	5.40	5.57	-.17
CONOCOCHEAGUE	3	104.3	3.49	3.82	-.33	3.81	3.89	-.08	4.31	4.22	+.09	3.83	3.87	-.04
	5	98.5	4.70	5.04	-.34	5.14	5.12	+.02	5.00	5.31	-.31	5.14	5.35	-.21
EMMA K DOUB ELEM	3	103.2	3.27	3.75	-.48	3.47	3.81	-.34	3.64	4.15	-.51	3.64	3.81	-.17
	5	104.5	4.41	5.55	-1.14 *	4.99	5.60	-.61	5.20	5.76	-.56	5.65	5.80	-.15
FOUNTAIN ROCK	3	97.0	3.25	3.35	-.10	3.35	3.40	-.05	3.46	3.76	-.30	3.52	3.47	+.05
	5	109.0	5.03	5.94	-.91 *	5.28	5.96	-.68 *	5.33	6.10	-.77 *	5.48	6.13	-.65 *
FOUNTAINDALE	3	106.7	4.15	3.97	+.18	4.33	4.05	+.28	4.57	4.37	+.20	4.41	4.00	+.41
	5	110.5	5.99	6.07	-.08	6.40	6.09	+.31	6.43	6.22	+.21	6.79	6.24	+.55
FUNKSTOWN	3	97.9	3.51	3.41	+.10	3.63	3.46	+.17	4.05	3.82	+.23	3.65	3.52	+.13
	5	107.4	5.44	5.80	-.36	5.79	5.83	-.04	6.10	5.98	+.12	6.27	6.01	+.26
GREENBRIER	3	97.1	2.97	3.36	-.39	3.01	3.41	-.40	3.32	3.77	-.45	3.18	3.47	-.29
	5	97.4	4.34	4.94	-.60	4.70	5.03	-.33	4.53	5.22	-.69 *	4.88	5.27	-.39
HANCOCK	3	93.1	3.33	3.10	+.23	3.72	3.14	+.58 *	3.92	3.52	+.40	3.65	3.25	+.40
	5	102.6	4.53	5.39	-.86 *	5.16	5.45	-.29	5.34	5.62	-.28	5.56	5.65	-.09
KEEDYSVILLE	3	93.9	2.55	3.15	-.60 *	2.78	3.20	-.42	2.94	3.57	-.63 *	2.99	3.30	-.31
	5	96.0	4.41	4.82	-.41	4.54	4.92	-.38	4.58	5.12	-.54	5.29	5.16	+.13
LINCOLNSHIRE	3	103.6	3.58	3.77	-.19	3.73	3.84	-.11	4.50	4.17	+.33	3.98	3.83	+.15
	5	103.5	5.18	5.47	-.29	5.45	5.52	-.07	5.91	5.69	+.22	5.80	5.72	+.08
MAUGANSVILLE	3	98.0	3.64	3.41	+.23	3.58	3.47	+.11	3.60	3.83	-.23	3.76	3.52	+.24
	5	105.7	5.11	5.66	-.55	5.24	5.70	-.46	5.28	5.85	-.57	5.82	5.88	-.06

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
OLD FORGE	K-5	343	24.5	97.1	13.0	1.0	8.8	12.0	21.4	9.4	12.2	9955.0
PANGBORN BOULEVARD	K-5	615	23.7	96.8	25.0	1.0	11.4	28.0	26.9	7.9	11.7	9296.0
PARAMOUNT	K-5	225	26.5	96.4	7.5	1.0	10.3	5.0	23.5	7.0	12.4	11281.0
PLEASANT VALLEY	K-6	229	25.4	95.1	8.0	1.0	13.8	9.0	11.1	24.4	9.3	7477.0
POTOMAC HEIGHTS	K-5	259	18.5	96.5	13.0	1.0	8.3	11.0	42.9	12.8	12.3	10791.0
ROHRERSVILLE	1-6	128	25.6	96.6	4.0	1.0	7.0	31.0	40.0	22.4	9.5	7721.0
SALEM AVENUE	K-4	440	24.4	95.9	17.0	1.0	15.6	23.0	27.8	18.0	9.9	7432.0
SHARPSBURG	K-6	322	24.8	95.7	12.0	1.0	10.7	9.0	7.7	20.1	10.0	8201.0
SMITHSBURG ELEM	PRE K-4	300	22.4	97.6	12.4	1.0	7.8	11.0	44.8	12.0	11.5	8644.0
SURREY	K-5	273	22.7	97.2	11.0	1.0	13.4	30.0	16.7	13.9	11.4	8379.0
WILLIAMSPORT ELEM	PRE K-5	757	29.1	97.2	24.0	2.0	14.5	10.3	26.9	8.9	11.4	8977.0
WINTER STREET	PRE K,1-4	358	22.4	95.5	15.0	1.0	9.1	28.0	25.0	20.5	9.9	7673.0
WOODLAND WAY	PRE K,1-6	488	23.2	95.9	20.0	1.0	12.5	39.0	19.0	12.0	11.9	9374.0
BOONSBORO JR HIGH	6-8	622	23.9	96.7	24.0	2.0	11.6	14.5	19.2	16.7	10.4	8316.0

NDIX A FOR DEFINITION OF TERMS.

(OLD FORGE - BOONSBORO JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
OLD FORGE	3	102.6	3.47	3.70	-.23	3.65	3.78	-.13	3.84	4.13	-.29	3.71	3.76	-.05
	5	104.9	5.39	5.48	-.09	5.58	5.59	-.01	5.33	5.70	-.37	5.97	5.75	-.18
PANGBORN BOULEVARD	3	111.3	4.01	4.17	-.16	4.05	4.31	-.26	4.73	4.63	+.10	4.06	4.19	-.13
	5	111.1	6.13	5.84	+.29	6.19	5.97	+.22	6.23	6.11	+.12	6.42	6.14	+.28
PARAMOUNT	3	109.4	3.92	4.10	-.18	3.83	4.22	-.39	4.26	4.54	-.28	3.77	4.12	-.35
	5	116.8	6.15	6.33	-.18	6.61	6.43	+.18	6.38	6.54	-.16	6.90	6.56	+.34
PLEASANT VALLEY	3	97.4	2.85	3.27	-.42	2.99	3.36	-.37	3.51	3.74	-.23	3.34	3.45	[illegible]
	5	103.5	5.72	5.12	+.60	5.21	5.27	-.06	5.06	5.59	-.53	5.21	5.61	[illegible]
POTOMAC HEIGHTS	3	106.5	3.33	3.93	-.60 *	3.51	4.03	-.52	3.65	4.36	-.71 *	3.53	3.96	-.43
	5	100.3	4.96	5.21	-.25	5.11	5.30	-.19	5.28	5.42	-.14	5.33	5.46	-.13
ROHRERSVILLE	3	107.0	3.98	3.83	+.15	3.98	3.97	+.01	4.31	4.32	-.01	4.13	3.94	+.19
	5	92.1	4.75	4.40	+.35	4.91	4.52	+.39	4.90	4.82	+.08	5.38	4.86	+.52
SALEM AVENUE	3	98.9	3.05	3.38	-.33	3.16	3.47	-.31	3.51	3.84	-.33	3.47	3.53	-.06
SHARPSBURG	3	96.0	3.11	3.23	-.12	3.44	3.30	+.14	3.94	3.67	+.27	3.74	3.39	+.35
	5	96.4	4.65	4.73	-.08	5.29	4.85	+.44	5.11	5.12	-.01	5.54	5.16	+.38
SMITHSBURG ELEM	3	104.4	4.11	3.76	+.35	4.42	3.87	+.55	4.60	4.22	+.38	4.12	3.83	+.29
SURREY	3	102.5	3.56	3.65	-.09	3.83	3.75	+.08	3.94	4.10	-.16	3.64	3.73	-.09
	5	103.7	5.44	5.30	+.14	5.66	5.44	+.22	5.61	5.59	+.02	5.88	5.63	+.25
WILLIAMSPORT ELEM	3	99.6	3.23	3.49	-.26	3.39	3.57	-.18	3.48	3.93	-.45	3.47	3.59	-.12
	5	105.3	4.79	5.42	-.63	5.25	5.55	-.30	5.45	5.72	-.27	5.89	5.75	+.14
WINTER STREET	3	93.2	2.82	3.06	-.24	3.02	3.12	-.10	3.13	3.50	-.37	3.20	3.24	-.04
WOODLAND WAY	3	93.0	2.94	3.14	-.20	2.93	3.17	-.24	3.39	3.55	-.16	3.31	3.26	+.05
	5	93.9	4.29	4.72	-.43	4.92	4.82	+.10	4.82	4.95	-.13	5.18	5.01	+.17
BOONSBORO JR HIGH	7	102.5	6.75	7.03	-.28	7.01	7.09	-.08	6.92	7.11	-.19	7.33	7.40	-.07

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAG GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
OLD FORGE	3	102.6	3.47	3.71	-.24	3.65	3.77	-.12	3.84	4.11	-.27	3.71	3.77	-.06
	5	104.9	5.39	5.59	-.20	5.58	5.63	-.05	5.33	[illegible]	-.46	5.57	5.82	-.25
PANGBORN BOULEVARD	3	111.3	4.01	4.27	-.26	4.05	4.35	-.30	4.73	4.65	+.08	4.06	4.25	-.19
	5	111.1	6.13	6.12	+.01	6.19	6.13	+.06	6.23	6.26	-.03	6.42	6.29	+.13
PARAMOUNT	3	109.4	3.92	4.15	-.23	3.83	4.23	-.40	4.26	4.53	-.27	3.77	4.15	-.38
	5	116.8	6.15	6.61	-.46	6.61	6.59	+.02	6.38	6.69	-.31	6.90	6.71	+.19
PLEASANT VALLEY	3	97.4	2.85	3.38	-.53	2.99	3.43	-.44	3.51	3.79	-.28	3.34	3.49	-.15
	5	103.5	5.72	5.47	+.25	5.21	5.52	-.31	5.06	5.69	-.63	5.21	5.72	-.51
POTOMAC HEIGHTS	3	106.5	3.33	3.96	-.63 *	3.51	4.03	-.52	3.65	4.35	-.70 *	3.53	3.99	-.46 *
	5	100.3	4.96	5.19	-.23	5.11	5.26	-.15	5.28	5.44	-.16	5.33	5.48	-.15
ROHRERSVILLE	3	107.0	3.98	3.99	-.01	3.98	4.07	-.09	4.31	4.39	-.08	4.13	4.02	+.11
	5	92.1	4.75	4.49	+.26	4.91	4.60	+.31	4.90	4.82	+.08	5.38	4.87	+.51
SALEM AVENUE	3	98.9	3.05	3.47	-.42	3.16	3.53	-.37	3.51	3.88	-.37	3.47	3.57	-.10
SHARPSBURG	3	96.0	3.11	3.29	-.18	3.44	3.33	+.11	3.94	3.70	+.24	3.74	3.41	+.33
	5	96.4	4.65	4.86	-.21	5.29	4.95	+.34	5.11	5.15	-.04	5.54	5.19	+.35
SMITHSBURG ELEM	3	104.4	4.11	3.82	+.29	4.42	3.89	+.53	4.60	4.22	+.38	4.12	3.87	+.25
SURREY	3	102.5	3.56	3.70	-.14	3.83	3.77	+.06	3.94	4.11	-.17	3.64	3.77	-.13
	5	103.7	5.44	5.48	-.04	5.66	5.54	+.12	5.61	5.70	-.09	5.88	5.74	+.14
WILLIAMSPORT ELEM	3	99.6	3.23	3.52	-.29	3.39	3.57	-.18	3.48	3.93	-.45	3.47	3.61	-.14
	5	105.3	4.79	5.62	-.83 *	5.25	5.67	-.42	5.45	5.82	-.37	5.89	5.85	+.04
WINTER STREET	3	93.2	2.82	3.11	-.29	3.02	3.15	-.13	3.13	3.53	-.40	3.20	3.26	-.06
WOODLAND WAY	3	93.0	2.94	3.09	-.15	2.93	3.14	-.21	3.39	3.51	-.12	3.31	3.25	+.06
	5	93.9	4.29	4.64	-.35	4.92	4.75	+.17	4.92	4.96	-.14	5.18	5.01	+.17
BOONSBORO JR HIGH	7	102.5	6.75	7.09	-.34	7.01	7.11	-.10	6.92	7.18	-.26	7.33	7.38	-.05

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CASCADE	K-8	658	21.2	95.8	29.0	2.0	9.2	15.5	29.0	8.2	12.2	7720.0
E RUSSELL HICKS	6-8	1012	22.5	94.3	43.0	2.0	11.2	32.3	46.7	12.1	11.5	8591.0
HANCOCK SR	6-12	575	18.0	94.9	30.0	2.0	11.3	25.0	21.9	16.4	9.2	7126.0
NORTH POTOMAC JR	6-8	978	20.8	96.2	45.0	2.0	15.7	29.5	31.9	7.9	12.2	10340.0
SMITHSBURG JR HIGH	5-8	497	19.1	97.2	24.0	2.0	9.2	17.5	26.9	12.8	12.0	9042.0
WASHINGTON MIDDLE	5-8	942	20.5	95.1	44.0	2.0	13.7	22.7	36.9	17.6	10.1	7781.0
WILLIAMSPORT MID	6-8	726	21.3	96.2	32.0	2.0	11.0	20.5	32.3	10.8	11.8	9253.0
BOONSBORO SR HIGH	9-12	871	20.3	94.6	41.0	2.0	14.8	10.5	48.8	15.9	10.4	8316.0
CLEAR SPRING HIGH	9-12	380	14.1	93.5	25.0	2.0	12.2	13.9	40.7	14.7	10.9	8090.0
CLEAR SPRING MIDDLE	7-8	205	22.8	96.9	9.0	0.0	11.7	0.0	22.2	12.4	10.9	8094.0
NORTH HAGERSTOWN SR	9-12	1833	20.6	93.1	85.0	4.0	13.5	26.2	50.6	8.9	12.0	9677.0
SMITHSBURG SR HIGH	9-12	853	23.1	94.0	35.0	2.0	10.9	36.0	35.1	14.4	12.1	8566.0
SOUTH HAGERSTOWN SR	9-12	1612	21.2	93.0	73.0	3.0	14.2	16.3	39.5	16.9	11.1	8242.0
WILLIAMSPORT HIGH	9-12	1207	23.7	93.5	49.0	2.0	12.0	27.0	35.0	11.0	11.9	9272.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CASCADE	3	100.6	3.75	3.57	+.18	3.92	3.66	+.26	4.33	4.02	+.31	3.92	3.64	+.28
	5	103.5	5.44	5.31	+.13	5.58	5.47	+.11	5.83	5.55	+.28	5.83	5.60	+.23
	7	103.5	6.88	7.03	-.15	7.33	7.09	+.24	7.27	7.04	+.23	7.59	7.22	+.37
E RUSSELL HICKS	7	104.8	6.77	7.15	-.38	6.85	7.19	-.34	6.78	7.18	-.40	7.36	7.42	-.06
HANCOCK SR	7	102.9	6.67	7.09	-.42	6.82	7.16	-.34	6.76	7.18	-.42	7.22	7.55	-.33
	9	97.8	7.61	7.88	-.27	7.87	7.97	-.10	7.43	8.01	-.58	8.04	8.27	-.23
NORTH POTOMAC JR	7	108.4	7.26	7.63	-.37	7.42	7.63	-.21	7.26	7.56	-.30	7.57	7.81	-.24
SMITHSBURG JR HIGH	5	103.5	4.90	5.35	-.45	5.46	5.47	-.01	5.50	5.59	-.09	5.72	5.63	+.09
	7	107.8	6.86	7.53	-.67	7.17	7.55	-.38	6.81	7.47	-.66	7.73	7.72	+.01
WASHINGTON MIDDLE	5	99.7	4.5[illegible]	4.93	-.38	4.96	5.07	-.11	4.78	5.33	-.55	5.38	5.36	+.02
	7	99.2	6.2[illegible]	6.69	-.46	6.49	6.77	-.28	6.38	6.84	-.46	7.17	7.11	+.06
WILLIAMSPORT MID	7	100.8	6.65	6.82	-.17	6.87	6.88	-.01	6.78	6.91	-.13	7.20	7.10	+.10
BOONSBORO SR HIGH	9	102.6	7.99	8.43	-.44	8.37	8.49	-.12	8.01	8.43	-.42	8.66	8.73	-.07
CLEAR SPRING HIGH	9	102.2	7.74	8.39	-.65	7.83	8.40	-.57	7.49	8.36	-.87 *	8.15	8.65	-.50
CLEAR SPRING MIDDLE	7	101.6	6.38	6.91	-.53	6.53	6.98	-.45	6.13	7.00	-.87 *	6.91	7.25	-.34
NORTH HAGERSTOWN SR	9	105.7	8.43	8.84	-.41	8.52	8.78	-.26	8.14	8.70	-.56	8.74	8.99	-.25
SMITHSBURG SR HIGH	9	107.8	8.54	8.98	-.44	8.72	8.99	-.27	8.25	8.81	-.56	8.94	9.16	-.22
SOUTH HAGERSTOWN SR	9	102.2	8.14	8.41	-.27	8.08	8.39	-.31	7.85	8.36	-.51	8.41	8.63	-.22
WILLIAMSPORT HIGH	9	103.6	8.29	8.62	-.33	8.26	8.53	-.27	7.83	8.50	-.67	8.91	8.76	+.15

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CASCADE	3	108.6	3.75	3.58	+.17	3.92	3.64	+.28	4.33	3.99	+.34	3.92	3.67	+.25
	5	103.5	5.44	5.47	-.03	5.58	5.52	+.06	5.83	5.69	+.14	5.83	5.72	+.11
	7	103.5	6.88	7.20	-.32	7.33	7.21	+.12	7.27	7.26	+.01	7.59	7.47	+.12
E RUSSELL HICKS	7	104.0	6.77	7.25	-.48	6.85	7.26	-.41	6.78	7.31	-.53	7.36	7.52	-.16
HANCOCK SR	7	102.9	6.67	7.13	-.46	6.82	7.15	-.33	6.76	7.21	-.45	7.22	7.42	-.2[illegible]
	9	97.8	7.61	8.11	-.50	7.87	7.94	-.07	7.43	8.09	-.66	8.04	8.26	-.[illegible]2
NORTH POTOMAC JR	7	108.4	7.26	7.74	-.48	7.42	7.70	-.28	7.26	7.70	-.44	7.57	7.93	-.36
SMITHSBURG JR HIGH	5	103.5	4.90	5.47	-.57	5.46	5.52	-.06	5.50	5.69	-.19	5.72	5.72	+.00
	7	107.8	6.86	7.67	-.81	7.17	7.64	-.47	6.81	7.64	-.83	7.73	7.87	-.14
WASHINGTON MIDDLE	5	99.7	4.55	5.14	-.59	4.96	5.21	-.25	4.78	5.40	-.62	5.38	5.44	-.06
	7	99.2	6.23	6.73	-.50	6.49	6.78	-.29	6.38	6.88	-.50	7.17	7.08	+.09
WILLIAMSPORT MID	7	100.8	6.65	6.90	-.25	6.87	6.94	-.07	6.78	7.03	-.25	7.20	7.22	-.02
BOONSBORO SR HIGH	9	102.6	7.99	8.66	-.67	8.37	8.51	-.14	8.01	8.57	-.56	8.66	8.78	-.12
CLEAR SPRING HIGH	9	102.2	7.74	8.62	-.88	7.83	8.46	-.63	7.49	8.53	-1.04 *	8.15	8.73	-.58
CLEAR SPRING MIDDLE	7	101.6	6.38	6.99	-.61	6.53	7.02	-.49	6.13	7.10	-.97 *	6.91	7.30	-.39
NORTH HAGERSTOWN SR	9	105.7	8.43	9.02	-.59	8.52	8.87	-.35	8.14	8.87	-.73	8.74	9.11	-.37
SMITHSBURG SR HIGH	9	107.8	8.54	9.26	-.72	8.72	9.12	-.40	8.25	9.08	-.83	8.94	9.34	-.40
SOUTH HAGERSTOWN SR	9	102.2	8.14	8.62	-.48	8.08	8.46	-.38	7.85	8.53	-.68	8.41	8.73	-.32
WILLIAMSPORT HIGH	9	103.6	8.29	8.78	-.49	8.26	8.62	-.36	7.83	8.67	-.84	8.91	8.89	+.02

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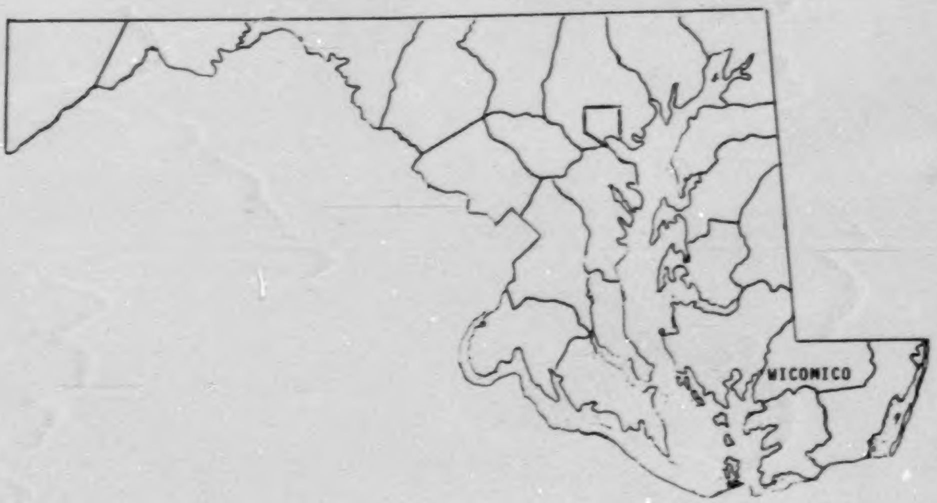
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.23 WICOMICO COUNTY

School System Goals and Objectives



A. Goal Setting Activities. A representative group of Wicomico County classroom teachers, administrators and supervisory personnel began during the school year 1972-73 to assess the educational progress of the school population. After the reexamination of the total school program and the reassessment of the basic responsbilities which the educational system has to the community, a revised statement of "Philosophy and Objectives" was developed. Copies of this updated county document were distributed to all schools to use as the framework for developing their own school philosophies.

During 1973-74, the county-level educational goals in the specific areas of reading, mathematics, and writing were developed by the members of the Division of Instruction using the format developed by the Maryland State Department of Education. Descriptive statements were written explaining the intent of the goals and suggesting means for achieving each goal. These approved goals were presented to school principals for review. Examples of school-level educational objectives were prepared for school staffs. Plans were made for faculty inservice meetings in each school, to familiarize school staffs with the county-level educational goals and for each school to begin to write school-level educational objectives.

B. Wicomico County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Wicomico County has developed the following Local System Goals:

In Reading, each student, upon completion of the elementary-secondary reading program, will be able to:

1.A. Identify his own purposes for reading print and non-print material.

1.B. Select from a wide variety of materials available, those that are suitable for his level of achievement.

1.C. Select from a wide variety of materials available, those that are appropriate in content for his purposes.

2.A. Use a personalized word recognition system.

2.B. Use a sight vocabulary.

2.C. Determine appropriate meanings of words he uses.

3.A. Read material to determine the author's purpose.

3.B. Answer a variety of questions at the literal, critical and creative levels about material read.

3.C. Ask a variety of questions at the literal, critical and creative levels about materials read.

4.A. Follow written and oral directions.

4.B. Locate references in print and non-print material.

4.C. Gain information from the variety of print and non-print materials that are a part of his daily experiences.

4.D. Understand and complete a variety of forms necessary for survival in society.

4.E. Attain some degree of personal development through reading.

5. Have a positive attitude toward reading indicated by an interest in reading and a desire to read.

In Writing, each student, upon completion of the elementary-secondary writing program, will be able to:

1.A. Record his thoughts and feelings for his own use, observing accepted conventions of writing.

1.B. Communicate his thoughts and feelings to others, observing accepted conventions of writing.

2.A. Write in a social situation, observing accepted conventions of writing.

2.B. Write in a business or vocational situation, observing the accepted conventions of writing.

2.C. Write in a scholastic situation, observing accepted conventions of writing.

3.A. Demonstrate the necessity of writing for a variety of personal and social needs.

3.B. Write to fulfill personal and social needs.

3.C. Experience some satisfaction from writing to satisfy his personal and social needs.

In Mathematics, each student upon completion of the elementary-secondary mathematics program, will be able to:

1.A. Recall facts of arithmetic.

1.B. Recall units of measure.

1.C. Recognize and/or recall terms and definitions.

1.D. Recognize geometric figures.

1.E. Recognize symbols.

2.A. Perform basic operations.

2.B. Solve mathematics sentences.

2.C. Perform measurements.

2.D. Reproduce geometric figures.

2.E. Collect and/or read data.

3.A. Translate from words to symbols and symbols to words.

3.B. Transform from one mathematical representation to another.

3.C. Transform from mathematical expression to physical model and physical models to mathematical expressions.

3.D. Express verbally the understanding of mathematical concepts and processes.

4. Select, order, and apply knowledge, skills, information and techniques for solving mathematical problems.

5. Transfer and utilize mathematical reasoning and knowledge to the solution of mathematical problems and life situations.

6.A. Realize contributions of mathematics to civilization.

6.B. Appreciate implications of mathematics for personal needs.

C. Objective Setting Activities. As a preface to writing school-level educational objectives, school committees examined content material in each curricular area and listed the skills to be developed. Determination was made of the skills relevant to the student population. These skills are being used to develop the school-level educational objectives in performance terms.

Schools have formed committees to develop school-level educational objectives reflecting instructional levels in the areas of reading, mathematics, and writing. Faculty members are assigned to one of the committees. Administrative and supervisory personnel and staff specialists serve as advisors to these committees.

Examples of school-level educational objectives in each required area are as follows: Reading (1) Upon request, a student should be able to verbalize his purposes for reading; (2) Given a paragraph, a student should be able to identify the main idea; (3) Given an opportunity to read a self-selected book independently, a student should participate eagerly and with pleasure; (4) Given a variety of materials, a student should be able to select reference material appropriate in content for his purpose. Writing (1) Asked to complete an order blank in a magazine, a student should be able to fill it out properly and address the envelope accurately enough for the letter to be mailed; (2) Given the need to write a message, a student should be able to write at least one idea or thought accurately and legibly without supervision; (3) Given the assignment, a student should be able to copy legibly short stories, invitations, greetings, and thank you notes with accompanying style and punctuation. Mathematics (1) Given the opportunity to purchase several items, a student should be able to determine the amount of money needed; (2) Given mathematical terms, a student should be able to interpret and correctly use them; (3) Given a series of numbers, the student should be able to identify those which are odd and even.

Early in September 1974, a goals and objectives calendar was made to assure systematic progress in meeting the April 1, 1975 deadline. Two professional days, January 31, 1975 and February 18, 1975 have been allotted to editing the school and grade-level educational objectives. The calendar also includes an October 1975 date for revision of the county-level and school-level educational goals and objectives.

Areas other than reading, mathematics and writing are being examined at all levels to determine how to fit them into the accountability format.

A document, "Guideline for Social Studies for the Intermediate Grade," developed by teachers in a 1974 summer workshop included county-level educational goals and school-level educational objectives written in performance terms. Social studies skills were identified and content selected and organized in an instructional sequence to correspond to the goals and objectives. Plans are being made to add classroom objectives with evaluative measures.

Other 1974 summer workshops included Career Education which produced a series of guides with school-level educational objectives intended to serve as a resource for teachers; Survival Reading based on the Maryland Pilot Project which developed mini-units and learning stations appropriate for use at various levels; and Metric System which developed strategies for teaching the metric system in elementary schools.

The Vocational-Technical Center program was evaluated in 1974 in terms of the performance objectives contained in a new evaluative measure devised by the Maryland State Department of Education.

The county Right-To-Read Committee is considering focusing their attention in two areas: extending reading instruction at the secondary level and surveying the program needs of children with severe learning difficulties.

D. Comments on the Accountability Assessment Program Results. During the Spring of 1974 the Iowa Tests of Basic Skills was administered. This was the first time this instrument had been used as a part of our county-wide assessment program. Test results indicated that Wicomico County compared favorably with the average scores for Maryland schools. Individual school scores generally fell within the normal range. Analysis of the test results indicated the major strength was in the area of spelling. The areas of mechanics of writing and problem solving in mathematics showed the need for most improvement.

E. Progress of Schools Toward System and/or School Goals Not Covered By State Assessment Instruments. In 1973 the Maryland Reading Criterion Referenced Test was administered to all students in grades 6, 10 and 12. The test results indicated that Wicomico County students surpassed the State goals on the majority of the items. Analysis of the test results indicated certain functional reading strengths within the school population: interpreting grocery tapes, using maps and charts, writing paragraphs, writing job descriptions, and reading appliance warranties. Weaknesses were also pointed out such as using an index, interpreting advertisements, filling out applications, and using a telephone directory.

F. Unmet Needs for Resources to Permit Improvement of Programs and Services. Programs and services to improve the quality of education for students have always been an ongoing concern in Wicomico County. There is a need for additional inservice training, better staff differentiation, and more effective use of ancillary personnel. All of these should help bring about an improvement in educational quality.

Program offerings in mathematics and language are being reviewed at both the elementary and secondary levels to determine the suitability of materials and procedures used in relation to student needs and accountability testing. Inservice training for teachers, additional resource teachers, and mathematics and language specialists are needed to provide parallel services in mathematics and language to those provided in reading.

There is a need to plan for the establishment of a reading clinic which would serve the county. The clinic should be staffed with an assortment of specialists able to diagnose problems, prescribe methods and materials of a corrective, remedial and developmental nature, supervise the progress of students, and in some instances provide instruction for students with serious and complicated physical, psychological and emotional blockages to learning.

Consideration also should be given to the establishment of programs which would emphasize to parents and teachers the importance of home-school cooperation. This could help with establishing methods of utilizing the elements of the community for the benefit of the children and youth so that children will receive the experiential background, the motivation, and the attitudes to help them properly utilize the opportunities of schooling.

There should be a study instituted to develop strategies for delineating the instruction of reading, vocabulary and the other language arts skills among the various disciplines, so that these essential skills can be taught in a variety of settings. The coordination of the efforts of various departments will help to make these skills more useful and meaningful.

There should be continual study of media and the utilization of media of both print and non-print varieties. Arrangements should be made for continuous training of the professional staff in the use of a great assortment of media.

WICOMICO COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
54,236	$8,788	29.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
14,224	$9,822	$15,245	10.6	19.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
14.6	19.7	95.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$845.18	$ 637.48	75.6	$15.19

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.8	$ 3.99	0.5

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)+	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)++	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1103	98.55	15	99.8	15.01	3.44	1.08
	5	1187	98.23	15	101.3	15.01	5.14	1.52
	7	1178	82.51	4	98.2	14.96	6.76	1.86
	9	1012	82.31	4	103.2	15.00	8.73	1.93
(2) READING COMPRE-HENSION	3	1103	98.55	15	99.8	15.01	3.56	1.21
	5	1187	98.23	15	101.3	15.01	5.28	1.45
	7	1178	82.51	4	98.2	14.96	6.86	1.68
	9	1012	82.31	4	103.2	15.00	8.66	1.82
(3) SPELLING	3	1103	98.55	15	99.8	15.01	4.23	1.30
	5	1187	98.23	15	101.3	15.01	5.67	1.71
	7	1178	82.51	4	98.2	14.96	7.09	1.98
	9	1012	82.31	4	103.2	15.00	8.98	2.16
(4) CAPITAL-IZATION	3	1103	98.55	15	99.8	15.01	3.80	1.28
	5	1187	98.23	15	101.3	15.01	5.32	1.63
	7	1178	82.51	4	98.2	14.96	6.62	1.96
	9	1012	82.31	4	103.2	15.00	8.69	2.12
(5) PUNCTUATION	3	1103	98.55	15	99.8	15.01	3.88	1.37
	5	1187	98.23	15	101.3	15.01	5.44	1.58
	7	1178	82.51	4	98.2	14.96	6.54	1.92
	9	1012	82.31	4	103.2	15.00	8.41	2.24

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1103	98.55	15	99.8	15.01	3.63	1.36
	5	1187	98.23	15	101.3	15.01	5.27	1.66
	7	1178	82.51	4	98.2	14.96	6.84	2.01
	9	1012	82.31	4	103.2	15.00	8.71	2.23
(7) LANGUAGE TOTAL	3	1103	98.55	15	99.8	15.01	3.88	1.16
	5	1187	98.23	15	101.3	15.01	5.42	1.45
	7	1178	82.51	4	98.2	14.96	6.77	1.70
	9	1012	82.31	4	103.2	15.00	8.70	1.92
(8) MATHEMATICAL CONCEPTS	3	1103	98.55	15	99.8	15.01	3.55	.95
	5	1187	98.23	15	101.3	15.01	5.51	1.38
	7	1178	82.51	4	98.2	14.96	7.14	1.67
	9	1012	82.31	4	103.2	15.00	9.17	1.83
(9) MATHEMATICAL PROBLEMS	3	1103	98.55	15	99.8	15.01	3.38	1.93
	5	1187	98.23	15	101.3	15.01	5.22	1.29
	7	1178	82.51	4	98.2	14.96	6.75	1.69
	9	1012	82.31	4	103.2	15.00	8.59	1.84
(10) MATHEMATICAL TOTAL	3	1103	98.55	15	99.8	15.01	3.47	.93
	5	1187	98.23	15	101.3	15.01	5.37	1.25
	7	1178	82.51	4	98.2	14.96	6.94	1.58
	9	1012	82.31	4	103.2	15.00	8.88	1.73

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BEAVER RUN	K-6	611	22.2	96.4	25.5	2.0	6.4	17.1	12.7	19.9	10.8	8653.0
DELMAR MARYLAND	K-6	941	26.7	96.6	33.3	2.0	9.2	26.5	17.0	15.7	10.6	8144.0
EAST SALISBURY	K-6	645	22.1	95.4	27.2	2.0	10.5	25.7	13.7	21.2	11.1	8892.0
FRUITLAND	K-6	908	22.0	96.0	38.2	3.0	10.8	17.6	10.2	18.6	11.2	9131.0
GLEN AVENUE	K-6	581	[illegible]1.7	96.0	24.8	2.0	8.6	23.0	14.2	9.6	11.2	9493.0
NORTH SALISBURY	K-6	615	21.4	95.5	26.7	2.0	10.9	17.0	19.9	14.6	12.0	9400.0
NORTHWESTERN	PRE K-6	243	23.8	97.2	8.7	1.5	12.6	14.0	4.9	19.8	10.5	8113.0
PEMBERTON	K-6	206	17.2	97.0	11.0	1.0	20.9	12.0	20.8	20.7	11.5	8262.0
PINEHURST	K-6	629	19.2	96.8	30.8	2.0	12.9	22.0	17.7	4.6	12.3	10399.0
POWELLVILLE	1-6	73	20.9	98.6	2.5	1.0	23.2	26.0	0.0	25.4	10.2	8744.0
PRINCE STREET	K-6	650	21.8	95.6	27.8	2.0	12.4	26.5	11.4	13.6	11.0	8932.0
SHARPTOWN	1-6	79	13.9	97.3	4.7	1.0	9.4	23.0	0.0	23.4	10.5	8113.0
WESTSIDE	PRE K-6	596	19.2	96.6	28.0	3.0	13.2	21.4	12.9	34.8	10.0	6611.0
WILLARDS	K-6	133	25.1	95.7	4.3	1.0	7.7	31.0	18.9	22.9	10.2	8744.0
PITTSVILLE	K-12	600	18.6	92.5	29.3	3.0	10.5	16.9	18.6	21.7	10.2	8744.0
BENNETT JR HIGH	7-9	1511	22.9	94.2	63.0	3.0	9.2	16.5	13.6	19.8	11.3	8625.0
MARDELA SR JR HIGH	7-12	585	18.7	96.1	29.3	2.0	11.7	18.7	12.8	20.4	10.5	8002.0
WICOMICO JR HIGH	7-9	1381	21.1	93.0	62.5	3.0	10.1	17.7	22.9	14.0	11.2	8984.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(BEAVER RUN - WICOMICO JR)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

WICOMICO COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	
BEAVER RUN	3 5	100.1 99.4	3.42 4.94	3.50 4.99	-.08 -.05	3.60 5.03	3.58 5.11	+.02 -.08	3.81 5.16	3.94 5.32	-.13 -.16	3.50 5.11	3.61 5.36	-.11 -.25	
DELMAR MARYLAND	3 5	101.7 98.9	3.33 4.96	3.57 4.93	-.24 +.03	3.49 5.20	3.68 5.06	-.19 +.14	3.70 5.18	4.03 5.27	-.33 -.09	3.53 5.37	3.68 5.31	-.15 +.06	
EAST SALISBURY	3 5	98.5 99.5	3.50 5.15	3.42 5.02	+.08 +.13	3.41 5.19	3.49 5.14	-.08 +.05	4.00 5.31	3.85 5.33	+.15 -.02	3.46 5.33	3.53 5.37	-.07 -.04	
FRUITLAND	3 5	100.1 102.5	3.48 5.30	3.51 5.23	-.03 +.07	3.64 5.31	3.59 5.35	+.05 -.04	3.99 5.55	3.95 5.54	+.04 +.01	3.36 5.24	3.61 5.57	-.25 -.33	
GLEN AVENUE	3 5	102.2 101.3	3.56 5.42	3.63 5.17	-.07 +.25	3.76 5.52	3.72 5.27	+.04 +.25	4.11 5.62	4.07 5.46	+.04 +.16	3.61 5.57	3.72 5.50	-.11 +.07	
NORTH SALISBURY	3 5	101.9 104.1	3.72 5.24	3.65 5.40	+.07 -.16	3.93 5.32	3.73 5.52	+.20 -.20	4.08 5.77	4.08 5.64	+.00 +.13	3.53 5.37	3.72 5.68	-.19 -.31	
NORTHEASTERN	3 5	92.9 100.1	2.89 4.83	3.07 5.00	-.18 -.17	3.02 5.09	3.12 5.13	-.10 -.04	3.42 5.11	3.50 5.36	-.08 -.25	3.12 5.22	3.24 5.39	-.12 -.17	
PEMBERTON	3 5	96.7 102.7	3.51 5.09	3.32 5.23	+.19 -.14	3.59 5.59	3.39 5.37	+.20 +.22	3.93 5.50	3.76 5.52	+.17 -.02	3.33 5.47	3.44 5.56	-.11 -.09	
PINEHURST	3 5	100.4 105.2	3.82 5.49	3.58 5.53	+.24 -.04	3.91 5.75	3.65 5.63	+.26 +.12	4.17 5.99	4.00 5.73	+.17 +.26	3.73 5.90	3.65 5.78	+.08 +.12	
POWELLVILLE	3 5	95.6 94.4	3.88 4.58	3.22 4.62	+.66 * -.04	3.39 4.81	3.28 4.73	+.11 +.08	3.98 4.82	3.65 4.99	+.33 -.17	3.71 4.69	3.37 5.04	+.34 -.35	
PRINCE STREET	3 5	97.9 101.9	3.20 5.36	3.38 5.18	-.18 +.18	3.21 5.44	3.45 5.30	-.24 +.14	3.59 5.37	3.81 5.49	-.22 -.12	3.21 5.45	3.50 5.53	-.29 -.08	
SHARPTOWN	3 5	110.1 108.9	4.05 5.63	4.05 5.58	+.00 +.05	4.30 5.79	4.20 5.73	+.10 +.06	4.82 6.23	4.53 5.95	+.29 +.28	4.42 6.21	4.11 5.97	+.31 +.24	
WESTSIDE	3 5	98.4 99.3	3.17 4.72	3.35 4.85	-.18 -.13	3.42 4.95	3.44 5.02	-.02 -.07	3.64 5.25	3.82 5.27	-.18 -.02	3.34 5.12	3.50 5.31	-.16 -.19	
WILLARDS	3 5	99.5 106.3	3.53 4.91	3.44 5.41	+.09 -.50	3.68 5.26	3.52 5.54	+.16 -.28	3.96 4.88	3.88 5.80	+.08 -.92 *	3.68 5.40	3.57 5.82	+.11 -.42	
PITTSVILLE	3 5 7 9	97.0 98.2 98.2 102.8	3.11 4.64 7.04 8.52	3.30 4.87 6.61 8.47	-.19 -.23 +.43 +.05	3.10 4.95 7.21 8.76	3.36 4.99 6.69 8.54	-.26 -.04 +.52 +.22	3.74 4.98 6.54 8.49	3.74 5.25 6.80 8.49	+.00 -.27 -.26 +.00	3.30 5.27 6.96 9.23	3.45 5.29 7.06 8.78	-.15 -.02 -.10 +.45	
BENNETT JR HIGH	7 9	97.7 103.7	6.84 8.85	6.50 8.57	+.34 +.28	6.88 8.71	6.59 8.57	+.29 +.14	6.84 8.74	6.67 8.50	+.17 +.24	7.00 8.98	6.85 8.79	+.15 +.19	
MARDELA SR JR HIGH	7 9	95.3 102.5	5.94 8.58	6.27 8.41	-.33 +.17	6.14 8.43	6.38 8.46	-.24 -.03	6.29 8.39	6.51 8.40	-.22 -.01	6.60 8.88	6.71 8.70	-.11 +.18	
WICOMICO JR HIGH	7 9	99.4 102.8	6.85 8.66	6.70 8.51	+.15 +.15	6.98 8.65	6.77 8.48	+.21 +.17	6.85 8.77	6.84 8.45	+.01 +.32	6.97 8.69	7.04 8.72	-.07 -.03	

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

WICOMICO COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	
BEAVER RUN	3	100.1	3.42	3.55	-.13	3.60	3.61	-.01	3.71	3.96	-.25	3.50	3.64	-.14	
	5	99.8	4.94	5.11	-.17	5.03	5.19	-.16	5.16	5.37	-.21	5.11	5.42	-.31	
DELMAR MARYLAND	3	101.7	3.33	3.65	-.32	3.49	3.71	-.22	3.70	4.06	-.36	3.53	3.73	-.20	
	5	98.9	4.96	5.07	-.11	5.20	5.15	+.05	5.18	5.34	-.16	5.37	5.38	-.01	
EAST SALISBURY	3	98.5	3.50	3.45	+.05	3.41	3.50	-.09	4.00	3.86	+.14	3.46	3.55	-.09	
	5	99.5	5.15	5.12	+.03	5.19	5.20	-.01	5.31	5.38	-.07	5.33	5.42	-.09	
FRUITLAND	3	100.1	3.48	3.55	-.07	3.64	3.61	+.03	3.99	3.96	+.03	3.36	3.64	-.28	
	5	102.5	5.30	5.38	-.08	5.31	5.44	-.13	5.55	5.61	-.06	5.24	5.65	-.41	
GLEN AVENUE	3	102.2	3.56	3.68	-.12	3.76	3.75	+.01	4.11	4.09	+.02	3.61	3.75	-.14	
	5	101.3	5.42	5.28	+.14	5.52	5.34	+.18	5.62	5.52	+.10	5.57	5.56	+.01	
NORTH SALISBURY	3	101.9	3.72	3.66	+.06	3.93	3.73	+.20	4.08	4.07	+.01	3.53	3.74	-.21	
	5	104.1	5.24	5.52	-.28	5.32	5.57	-.25	5.77	5.73	+.04	5.37	5.77	-.40	
NORTHWESTERN	3	92.9	2.89	3.09	-.20	3.02	3.13	-.11	3.42	3.51	-.09	3.12	3.24	-.12	
	5	100.1	4.83	5.17	-.34	5.09	5.25	-.16	5.11	5.43	-.32	5.22	5.47	-.25	
PEMBERTON	3	96.7	3.51	3.33	+.18	3.59	3.38	+.21	3.93	3.74	+.19	3.33	3.45	-.12	
	5	102.7	5.09	5.40	-.31	5.59	5.46	+.13	5.50	5.62	-.12	5.47	5.66	-.19	
PINEHURST	3	100.4	3.82	3.57	+.25	3.91	3.63	+.28	4.17	3.97	+.20	3.73	3.65	+.08	
	5	105.2	5.49	5.61	-.12	5.75	5.66	+.09	5.99	5.81	+.18	5.90	5.85	+.05	
POWELLVILLE	3	95.6	3.88	3.26	+.62 *	3.39	3.31	+.08	3.98	3.68	+.30	3.71	3.39	+.32	
	5	94.4	4.58	4.68	-.10	4.81	4.79	+.02	4.82	5.00	-.18	4.69	5.04	-.35	
PRINCE STREET	3	97.9	3.20	3.41	-.21	3.21	3.46	-.25	3.59	3.82	-.23	3.21	3.52	-.31	
	5	101.9	5.36	5.33	+.03	5.44	5.39	+.05	5.37	5.56	-.19	5.45	5.60	-.15	
SHARPTOWN	3	110.1	4.05	4.19	-.14	4.30	4.27	+.03	4.82	4.58	+.24	4.42	4.19	+.23	
	5	108.9	5.63	5.93	-.30	5.79	5.96	-.17	6.23	6.09	+.14	6.21	6.12	+.09	
WESTSIDE	3	98.4	3.17	3.44	-.27	3.42	3.49	-.07	3.64	3.85	-.21	3.34	3.54	-.20	
	5	99.3	4.72	5.11	-.39	4.95	5.18	-.23	5.25	5.37	-.12	5.12	5.41	-.29	
WILLARDS	3	99.5	3.53	3.51	+.02	3.68	3.57	+.11	3.96	3.92	+.04	3.68	3.60	+.08	
	5	106.3	4.91	5.71	-.80 *	5.26	5.75	-.49	4.88	5.90	-1.02 *	5.40	5.93	-.53	
PITTSVILLE	3	97.0	3.11	3.35	-.24	3.10	3.40	-.30	3.74	3.76	-.02	3.30	3.47	-.17	
	5	98.2	4.64	5.01	-.37	4.95	5.09	-.14	4.98	5.28	-.30	5.27	5.33	-.06	
	7	98.2	7.04	6.62	+.42	7.21	6.68	+.53	6.54	6.80	-.26	6.96	6.98	-.02	
	9	102.8	8.52	8.68	-.16	8.76	8.53	+.23	8.49	8.59	-.10	9.23	8.80	+.43	
BENNETT JR HIGH	7	97.7	6.84	6.56	+.28	6.88	6.63	+.25	6.84	6.75	+.09	7.00	6.94	+.06	
	9	103.7	8.85	8.79	+.06	8.71	8.64	+.07	8.74	8.68	+.06	8.98	8.90	+.08	
MARDELA SR JR HIGH	7	95.3	5.94	6.30	-.36	6.14	6.39	-.25	6.29	6.54	-.25	6.60	6.71	-.11	
	9	102.5	8.58	8.65	-.07	8.43	8.49	-.06	8.39	8.56	-.17	8.88	8.77	+.11	
WICOMICO JR HIGH	7	99.4	6.85	6.75	+.10	6.98	6.80	+.18	6.85	6.90	-.05	6.97	7.09	-.12	
	9	102.8	8.66	8.68	-.02	8.65	8.53	+.12	8.77	8.59	+.18	8.69	8.80	-.11	

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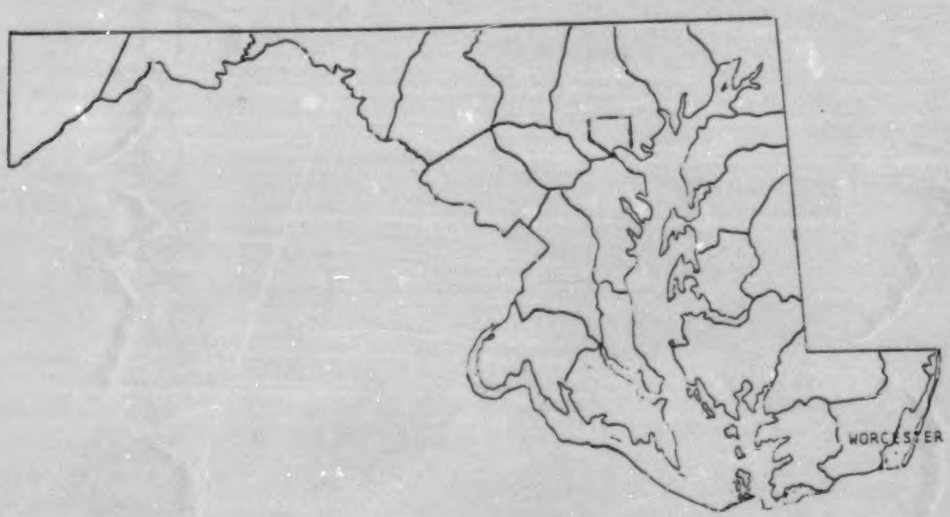
‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

4.24 WORCESTER COUNTY

School System Goals and Objectives



A. General. The Worcester County Public Schools have developed an accountability program that is designed to meet all the requirements of Article 77, Section 28a, of the Annotated Code of Laws of Maryland, which is commonly called the "Maryland Educational Accountability Act." Worcester County's program includes the establishment of goals and objectives, an assessment of student achievement in relation to goals and objectives, the development of programs to accomplish school objectives, and an assessment of student achievement as measured by standardized achievement tests.

Educational accountability in Worcester County should be viewed as an attempt to explain the results achieved by public school programs and to promote an understanding of the relationship between the quality of education and available resources and, on the basis of that understanding, to make educational improvements.

B. Goal Setting Activities. System-wide educational goals in reading, writing, and mathematics have been established by the Worcester County Public Schools and approved by the Maryland State Department of Education.

C. Worcester County School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Worcester County has developed the following Local System Goals:

In Reading, each student upon completion of his elementary-secondary school reading program:

1.A. Should be able to identify his own purposes for using print and non-print materials.

1.B. Should be able to select form a wide variety of available print and non-print materials which are suitable both in level of difficulty and in content.

2.A. Should be able to identify and apply a system he can use for recognizing words and determining their appropriate meaning. Such a system includes skills of picture, context, structural, phonic, and authority (i.e., glossary, dictionary, peer) clues.

2.B. Should be able to instantaneously and simultaneously pronounce many words and identify their appropriate meanings.

3.A. Should be able to determine the intent of the communication by identifying the pattern of thought (i.e., style, time, mood, cause-effect, sequence) used by the author.

3.B. According to his own experiences and knowledge about the content, should be able to ask a variety of questions which cause him to think literally (i.e., reading beyond the lines) about materials and to find suitable answers to those questions.

4.A. Should be able to follow directions.

4.B. Should be able to locate references.

4.C. Should be able to gain information.

4.D. Should be able to understand forms.

4.E. Should be able to attain personal development.

5. Should have a positive attitude toward reading indicated by an interest in reading and a desire to read.

In Writing, each student who has completed the elementary-secondary writing program of the Worcester County School System should be able to:

1.A. Record his thoughts and feelings for his own use, observing appropriate linguistic form and conventions of writing including spelling, grammar usage, sentence structure, and mechanics which are generally accepted as correct by society.

1.B. Communicate his thoughts and feelings to others observing appropriate linguistic form and conventions of writing including spelling, grammar usage, sentence structure, and mechanics which are generally accepted as correct by society.

2.A. Write in a social situation when so required. Such items as organization, development and form of writing as well as spelling, grammar usage, sentence structure, and mechanics accepted as correct by society should be observed.

2.B. Write in a business or vocational situation when so required. Such items as organization, development, and form of writing as well as spelling, grammar usage, sentence structure, and mechanics accepted as correct by society should be observed.

2.C. Write in a required scholastic situation. Such items as organization, development, and form of writing as well as spelling, grammar usage, sentence structure, and mechanics accepted as correct by society should be observed.

3.A. Demonstrate the value of writing in his own daily life and for society in general.

3.B. Write to fulfill personal and social needs.

3.C. Give evidences of satisfaction derived from his writing efforts.

In Mathematics, each Worcester County student, commensurate with his ability and upon completion of the required mathematics courses, should be able to:

1.A. Recall facts of arithmetic.

1.B. Recall units of measure.

1.C. Recognize and/or recall terms and definitions.

1.D. Recognize geometric figures.

1.E. Recognize symbols.

2.A. Perform basic operations.

2.B. Solve mathematical sentences.

2.C. Perform measurements.

2.D. Reproduce geometric figures.

2.E. Collect and/or read data.

3.A. Translate from words to symbols and symbols to words.

3.B. Transform from one mathematical representation to another.

3.C. Transform from mathematical expression to phsyical model and physical models to mathematical expressions.

3.D. Express verbally the understanding of mathematical concepts and processes.

4. Select, order, and apply knowledge, skills, information and techniques for solving mathematical problems.

5. Transfer and utilize mathematical reasoning and knowledge to the solution of mathematical problems and life situations.

6.A. Realize contributions of mathematics to civilization.

6.B. Appreciate implications of mathematics for personal needs.

D. Objectives Setting Activities. The faculty of each school has been making progress in developing school objectives that are consistent with these system-wide goals. The target date for completion and approval of school objectives is April 1, 1975. It is anticipated that the first valid assessment and evaluation of school objectives will be completed during the 1975-76 school year. Each school will be responsible for the evaluation of its objectives and reporting this information to parents and other interested citizens in the school community.

E. Comments on the Accountability Assessment Program Results. The Maryland State Department of Education has mandated a regular program of testing by utilizing nationally normed standardized tests. The results of these tests should be helpful in establishing an assessment of the types of achievement that are measured by the Iowa Tests of Basic Skills and provide base line data for measuring progress in the specific skills tested in the future. The application of the Nonverbal Cognitive Abilities Test for intelligence will help to determine the predicted achievement level of pupils. The Cognitive Abilities Test will also provide an indicator for screening youngsters who are in need of special education services.

As indicated by research, the public schools must be cautious when drawing conclusions based on the results of standardized achievement tests. One must first consider how well the local sample compares with the national sample. This is necessary since a child's achievement on standardized tests is very closely related to his parents' education, family income, basic abilities, local speech patterns, minority group status, emotional readiness, cultural opportunities, books in the household, and other non-school related factors. It is likewise necessary to determine whether the local curriculum conforms to the sample of items tested on a particular achievement test and how familiar teachers and pupils are with the kinds of skills tested.

As part of the State-wide testing program, the Worcester County Public Schools for the first time administered the Iowa Tests of Basic Skills, Form 5, and the Cognitive Abilities Test to all pupils in grades 3, 5, 7, and 9. Results of these tests are reported as compared to national norms and State-wide norms. In order to control for many of the non-school factors that affect test scores, such as nonverbal ability and socioeconomic status, an attempt was made to measure each school in relation to an expected score based on the Maryland norm. By interpreting test scores from this viewpoint, one's perspective of school results becomes more meaningful.

Even though Worcester County students scored below the national norms in all tests except spelling, capitalization, punctuation, and total language at grade 3, the differences between the scores attained and the scores expected according to the Maryland norm were within what we consider the normal range at all grade levels and in all sub-tests.

If one compares grade equivalence scores on the various tests, it becomes apparent that Worcester County's scores are highest in mathematics and language skills at all grade levels, reading scores are next, followed by vocabulary.

The displays that follow present test scores in a number of different ways. The reader should attempt to study the data by considering each of the factors involved. Upon reviewing school scores on Table 4, one must consider that the only real differences that concern us are when there is a three and one-half months difference above or below the Maryland norm. Many small differences can be accounted for by the method of testing, time of testing, not being acquainted with the test, and other factors unrelated to the test. Of the sixty-four scores that compare Worcester schools to the Maryland expected norm, seven scores were three and one-half months above the norm, three scores were three and one-half months below the norm, and fifty-four scores were within the three and one-half months range. The display shows that schools scoring three and one-half months above the expected Maryland norm in a particular sub-test include: one in vocabulary at grade 3, one in reading at grade 3, two in language at grade 3, two in mathematics at grade 3, and one in language at grade 9. Schools scoring three and one half months below the expected Maryland norm include: one at grade 7 in mathematics, one at grade 9 in vocabulary, and one at grade 9 in mathematics. When the sub-test scores are beyond the three and one-half months range, they should be noted for further study since the difference could indicate an exceptional program or a possible program.

Test scores on the Nonverbal Cognitive Abilities Test show the average intelligence quotient for Worcester County pupils to be below the national and Maryland average at all grade levels. The tremendous individual pupil differences in nonverbal I.Q., ranging from 49 to 145, is indicative of the variety of programs needed to meet individual needs. The range in achievement of the Iowa Tests of Basic Skills conforms to the wide distribution found on the Cognitive Abilities Test.

F. Program Needs and Modifications. Even though Worcester County's test results conclude no real differences when compared to the Maryland norm, the school system should not be satisfied with the status quo. There is a definite need to set objectives and strengthen all programs in order to improve the development of the basic skills of children entrusted to the Worcester County Public Schools. In order to make positive improvements in the educational program, workshops and inservice programs have been held and some program modifications have resulted. Schools are in the process of making an item analysis of the test results to determine program deficiencies and to strengthen these areas.

Since parents are vitally interested in the achievement of the public schools in general, and of their children in particular, a report will be sent home to each parent describing the assessment program, explaining school results and providing an individual achievement profile for each pupil.

WORCESTER COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
24,442	$7,386	38.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.7	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,612	$9,806	$17,602	9.1	19.7

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
11.4	17.4	95.2

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$ 952.34	$ 705.25	$74.1	$17.02

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.8	$ 3.07	0.3

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WORCESTER COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	511	96.48	6	95.9	15.74	3.22	1.12
	5	562	93.24	4	98.8	16.22	4.85	1.49
	7	558	91.76	3	96.4	15.86	6.14	1.76
	9	594	85.52	3	97.3	15.94	7.68	2.23
2) READING COMPREHENSION	3	511	96.48	6	95.9	15.74	3.34	1.20
	5	562	93.24	4	98.8	16.22	5.02	1.47
	7	558	91.76	3	96.4	15.86	6.43	1.61
	9	594	85.52	3	97.3	15.94	7.85	2.00
) SPELLING	3	511	96.48	6	95.9	15.74	4.06	1.35
	5	562	93.24	4	98.8	16.22	5.24	1.77
	7	558	91.76	3	96.4	15.86	6.52	2.02
	9	594	85.52	3	97.3	15.94	8.12	2.35
) APITAL-ZATION	3	511	96.48	6	95.9	15.74	3.98	1.29
	5	562	93.24	4	98.8	16.22	5.47	1.58
	7	558	91.76	3	96.4	15.86	6.51	2.00
	9	594	85.52	3	97.3	15.94	8.04	2.27
CTUATION	3	511	96.48	6	95.9	15.74	4.09	1.44
	5	562	93.24	4	98.8	16.22	5.31	1.58
	7	558	91.76	3	96.4	15.86	6.42	1.93
	9	594	85.52	3	97.3	15.94	7.81	1.15

OF 9/30/73. ADJUSTED TO INCLUDE NONGRADED CLASSES.

MBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

NDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION.
MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

DE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE
IONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY
EACH SKILL AREA.

WORCESTER COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	511	96.48	6	95.9	15.74	3.46	1.31
	5	562	93.24	4	98.8	16.22	4.87	1.64
	7	558	91.76	3	96.4	15.86	6.36	1.99
	9	594	85.52	3	97.3	15.94	7.67	2.25
(7) LANGUAGE TOTAL	3	511	96.48	6	95.9	15.74	3.90	1.19
	5	562	93.24	4	98.8	16.22	5.23	1.44
	7	558	91.76	3	96.4	15.86	6.44	1.72
	9	594	85.52	3	97.3	15.94	7.91	2.00
(8) MATHEMATICAL CONCEPTS	3	511	96.48	6	95.9	15.74	3.46	1.01
	5	562	93.24	4	98.8	16.22	5.14	1.30
	7	558	91.76	3	96.4	15.86	6.42	1.57
	9	594	85.52	3	97.3	15.94	7.93	1.95
(9) MATHEMATICAL PROBLEMS	3	511	96.48	6	95.9	15.74	3.43	1.05
	5	562	93.24	4	98.8	16.22	5.19	1.29
	7	558	91.76	3	96.4	15.86	6.56	1.63
	9	594	85.52	3	97.3	15.94	7.90	2.00
(10) MATHEMATICAL TOTAL	3	511	96.48	6	95.9	15.74	3.44	.98
	5	562	93.24	4	98.8	16.22	5.16	1.20
	7	558	91.76	3	96.4	15.86	6.48	1.47
	9	594	85.52	3	97.3	15.94	7.92	1.84

* AS OF 9/30/73. ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING 1974 DIVIDED BY NUMBER ENROLLED 9/30/73. EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESYS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN PERCENT DISADVANTAGED (10)	SCHOOL AGE CHILDREN MEDIAN EDUCATION OF MOTHER (11)	SCHOOL AGE CHILDREN MEDIAN FAMILY INCOME ($) (12)
BISHOPVILLE	1-3	67	16.7	96.4	4.0	0.0	13.5	0.0	0.0	15.2	10.2	6231.0
BUCKINGHAM	K-4	646	19.6	96.7	32.0	1.0	7.7	18.0	6.1	21.8	10.4	7646.0
OCEAN CITY	K-5	458	20.3	95.9	21.6	1.0	10.6	14.5	4.4	14.3	12.0	7955.0
POCOMOKE ELEM	K-3	414	19.9	97.3	19.9	1.0	12.9	26.0	14.4	24.6	10.3	7242.0
SNOW HILL ELEM	K-3	503	18.0	96.8	27.0	1.0	9.4	32.0	10.7	23.4	10.1	7122.0
WHALEYSVILLE	K-3	87	29.0	96.4	3.0	0.0	9.8	0.0	0.0	23.2	10.2	6787.0
BERLIN	5-8	940	18.4	94.3	49.0	2.0	7.9	24.3	11.8	19.2	10.8	7644.0
POCOMOKE MIDDLE	4-8	669	17.1	96.5	37.0	2.0	11.2	24.7	7.7	23.0	10.3	7241.0
SNOW HILL MIDDLE	4-8	757	18.0	97.0	4.0	2.0	9.7	22.5	14.3	22.9	10.1	7123.0
POCOMOKE SR JR HIGH	9-12	547	17.1	95.1	30.0	2.0	10.5	11.3	15.6	24.2	10.3	7241.0
SNOW HILL SR JR HI	9-12	607	19.6	93.1	29.0	2.0	8.5	14.1	16.1	21.8	10.1	7123.0
STEPH DECATUR SR JR	9-12	882	18.8	91.8	45.0	2.0	8.5	15.1	19.1	19.8	10.8	7644.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

WORCESTER COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BISHOPVILLE	3	98.6	3.33	3.36	-.03	3.19	3.47	-.28	4.26	3.84	+.42	3.51	3.51	+.00
BUCKINGHAM	3	94.7	2.99	3.16	-.17	3.10	3.23	-.13	3.67	3.61	+.06	3.35	3.32	+.03
OCEAN CITY	3	105.0	3.55	3.81	-.26	3.91	3.93	-.02	4.06	4.27	-.21	3.77	3.86	-.09
	5	103.4	5.28	5.30	-.02	5.30	5.45	-.15	5.44	5.55	-.11	5.26	5.60	-.34
POCOMOKE ELEM	3	90.6	3.40	2.92	+.48	3.51	2.97	+.54	4.30	3.36	+.94 *	3.48	3.11	+.37
SNOW HILL ELEM	3	95.8	3.11	3.21	-.10	3.14	3.29	-.15	3.67	3.67	+.00	3.28	3.37	-.09
WHALEYSVILLE	3	93.8	3.28	3.10	+.18	3.35	3.16	+.19	3.67	3.55	+.12	3.67	3.27	+.40
BERLIN	5	96.7	4.62	4.78	-.16	4.86	4.92	-.06	5.04	5.11	-.07	5.03	5.16	-.13
	7	98.0	6.31	6.52	-.21	6.66	6.62	+.04	6.77	6.69	+.08	6.65	6.89	-.24
POCOMOKE MIDDLE	5	102.2	5.17	5.09	+.08	5.34	5.24	+.10	5.46	5.48	-.02	5.34	5.51	-.17
	7	96.0	6.10	6.33	-.23	6.26	6.44	-.18	6.23	6.55	-.32	6.17	6.77	-.60 *
SNOW HILL MIDDLE	5	95.8	4.61	4.66	-.05	4.80	4.80	+.00	5.14	5.04	+.10	5.12	5.09	+.03
	7	94.3	5.89	6.16	-.27	6.21	6.28	-.07	6.12	6.41	-.29	6.51	6.62	-.11
POCOMOKE SR JR HIGH	9	96.3	7.81	7.77	+.04	7.75	7.74	+.01	8.24	7.83	+.41	7.83	8.04	-.21
SNOW HILL SR JR HI	9	95.7	7.66	7.71	-.05	7.76	7.67	+.09	7.72	7.78	-.06	7.60	7.99	-.39
STEPH DECATUR SR JR	9	98.9	7.62	8.06	-.44	7.98	8.01	-.03	7.84	8.05	-.21	8.18	8.29	-.11

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

WORCESTER COUNTY
SCHOOL SYSTEM

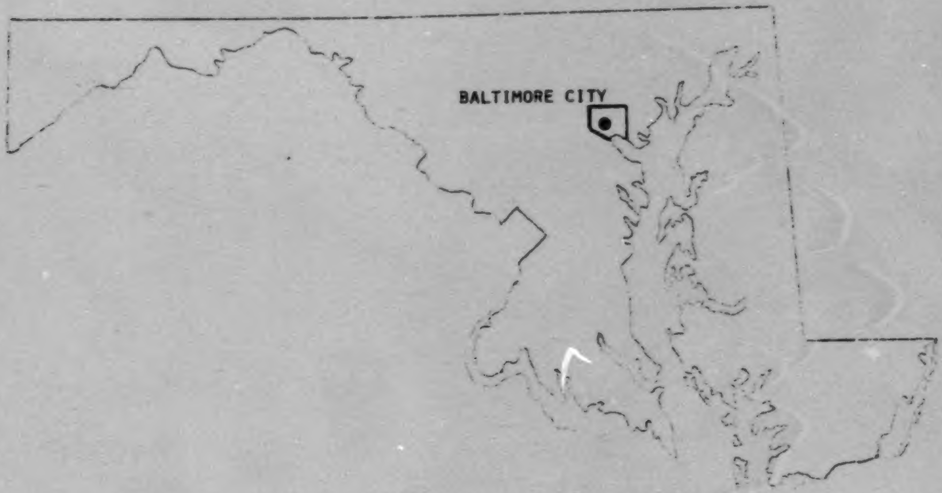
			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
BISHOPVILLE	3	98.6	3.33	3.45	-.12	3.19	3.51	-.32	4.26	3.86	+.40	3.51	3.56	-.05
BUCKINGHAM	3	94.7	2.99	3.20	-.21	3.10	3.25	-.15	3.67	3.62	+.05	3.35	3.34	+.01
OCEAN CITY	3 5	105.0 103.4	3.55 5.28	3.86 5.46	-.31 -.18	3.91 5.30	3.93 5.51	-.02 -.21	4.06 5.44	4.26 5.68	-.20 -.24	3.77 5.26	3.91 5.71	-.14 -.45
POCOMOKE ELEM	3	90.6	3.40	2.94	+.46	3.51	2.98	+.53	4.30	3.37	+.93 *	3.48	3.12	+.36
SNOW HILL ELEM	3	95.8	3.11	3.27	-.16	3.14	3.32	-.18	3.67	3.69	-.02	3.28	3.40	-.12
WHALEYSVILLE	3	93.8	3.28	3.14	+.14	3.35	3.19	+.16	3.67	3.56	+.11	3.67	3.29	+.38
BERLIN	5 7	96.7 98.8	4.62 6.31	4.88 6.60	-.26 -.29	4.86 6.66	4.97 6.66	-.11 +.00	5.04 6.77	5.17 6.78	-.13 -.01	5.03 6.65	5.22 6.96	-.19 -.31
POCOMOKE MIDDLE	5 7	102.2 96.0	5.17 6.10	5.36 6.38	-.19 -.28	5.34 6.26	5.42 6.46	-.08 -.20	5.46 6.23	5.59 6.60	-.13 -.37	5.34 6.17	5.62 6.78	-.28 -.61
SNOW HILL MIDDLE	5 7	95.8 94.3	4.61 5.89	4.81 6.19	-.20 -.30	4.80 6.21	4.90 6.29	-.10 -.08	5.14 6.12	5.10 6.45	+.04 -.33	5.12 6.51	5.15 6.62	-.03 -.11
POCOMOKE SR JR HIGH	9	96.3	7.81	7.94	-.13	7.75	7.76	-.01	8.24	7.95	+.29	7.83	8.09	-.26
SNOW HILL SR JR HI	9	95.7	7.66	7.87	-.21	7.76	7.69	+.07	7.72	7.89	-.17	7.60	8.03	-.43
STEPH DECATUR SR JR	9	98.9	7.62	8.24	-.62	7.98	8.07	-.09	7.84	8.20	-.36	8.18	8.38	-.20

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

4.25 BALTIMORE CITY

School System Goals and Objectives



A. Goal Setting Activities. The Baltimore City Public School System has advanced and will continue to advance in the area of goal setting. The goal of improving the achievement in instructional areas has been the main focus of Baltimore City for several years. The Maryland legislation pertaining to goals for the system and for schools seems to have confirmed that the Baltimore City Public School System has moved in the right direction.

In terms of progress relating to system-wide goals and the school system, such goals have been written and submitted to the Maryland State Department of Education in conformance with the accountability requirements for reading, mathematics, and writing.

B. Baltimore City Public School System Goals. Based upon the State-wide Goals in Reading, Writing, and Mathematics, adopted by the Maryland State Board of Education, Baltimore City Public Schools have developed the following Local System Goals:

In Reading, each student upon completion of his elementary school, middle school and secondary school reading program:

1.A. Should be able to identify his own purposes for using print and nonprint materials.

1.B. Should be able to select from a wide variety of available print and nonprint, those materials which are suitable in level of difficulty and in content.

2.A. Should be able to identify and apply a system he can use for recognizing words and determining their appropriate meaning. Such a system includes skills of letter knowledge, picture-object clues, word-form clues, context clues, phonetic and structural analysis as well as reading aids such as glossary, dictionary, peer clues, etc.

2.B. Should be able to instantaneously and simultaneously pronounce many words and identify their appropriate meanings.

3.A. Should be able to determine the intent of the communication by identifying the pattern of thought (e.g., style, time, mood, cause-effect, sequence) used by the author.

3.B. According to his own experiences and knowledge about the content, should be able to respond to a variety of questions which cause him to think literally, inferentially, critically, and creatively about materials and to find suitable answers to those questions.

4.A. Should be able to follow directions.

4.B. Should be able to locate references.

4.C. Should be able to gain information.

4.D. Should be able to understand forms.

4.E. Should be able to attain personal development.

5. Should have a positive attitude toward reading indicated by an interest in reading and a desire to read.

In Writing, each student when he has achieved the goals:

1.A. Records his own information, ideas and feelings for his personal use. Such recording will observe the conventions of rhetoric, mechanics of writing and levels of usage appropriate to the situation.

1.B. Communicates to others his own information, ideas and feelings. Such recording will observe the conventions of rhetoric, mechanics of writing and levels of usage appropriate to the situation.

2.A. Writes in response to the obligations of business or vocational situations, observing the accepted conventions of writing.

2.B. Writes in response to the obligations of social situations, observing the accepted conventions of writing.

2.C. Writes in response to the obligations of scholastic situations, observing the accepted conventions of writing.

3.A. Demonstrates an awareness of the fact that people write for a variety of personal and social needs.

3.B. Writes voluntarily to fulfill personal and social needs.

3.C. Evidences satisfaction from writing.

In Mathematics, each student who has completed the elementary-secondary school mathematics program of the Baltimore City Public Schools should be able to:

1.A. Recall mathematical facts.

1.B. Identify and name mathematical symbols.

1.C. Identify and name geometric shapes and figures.

1.D. State the meaning of mathematical terms.

2.A. Perform the basic operations of addition, subtraction, multiplication and division.

2.B. Complete number sentences to make them true.

2.C. Measure using standard and non-standard units.

2.D. Draw geometric shapes and figures.

3.A. Recognize that a number has many different names.

3.B. Understand the concept of place value.

3.C. Understand the concept of a fraction (ratio and percent).

3.D. Translate mathematical symbols to words and words to mathematical symbols.

3.E. Interpret and construct graphs.

3.F. Understand the concept of measurement.

3.G. Understand the concept of grouping and order.

4.A. Select the information and techniques needed to solve a problem.

4.B. Apply the appropriate skills in a logical sequence to solve a problem.

4.C. Estimate a reasonable answer for a problem.

4.D. Follow or find a flaw in a given solution.

5.A. Recognize mathematical patterns and relationships.

5.B. Recognize the existence of a problem, state it formally, list the hypothesis and obtain its solution.

5.C. Transfer and use knowledge in new situations.

5.D. Plan for the future using mathematical reasoning to make decisions.

6.A. Recognize the importance and relevance of mathematics to the individual and to society.

6.B. Participate in the learning of mathematics beyond that which is required.

C. Objective Setting Activities. Baltimore City Public School System has also advanced in the area of objective-setting. Objective No. 1 for the Baltimore City Public School System for the school year 1974-75 is to improve achievement levels in reading, writing and mathematics. To reach this objective and the system-wide goals, the Baltimore City Public School System has established other objectives which may be necessary to produce organizational efficiency at all levels which will contribute to achieving instructional goals.

D. Accountability Assessment Program. The Baltimore City Public School System recognizes that the State-wide testing associated with accountability has been a documentation of the present status of pupils in Maryland as it relates to some uniform basis of reporting standardized test results. Thus the data collected for the Baltimore City Public Schools is viewed as being descriptive and not comparative in purpose. In general the performance of Baltimore City public school pupils fell consistently within the norm range of averages reported for the State of Maryland. One valuable feature of the Maryland Assessment Program is that it provided a fundamental step in establishing an equitable basis for interpreting State-wide test scores among school system and within school systems. That is, the Assessment Program provided data which was statistically controlled to reflect certain characteristics of a given school system or school. These were relative socioeconomic status reflected by median income, and measures of nonverbal ability on a standardized test. The computation of expected averages in relation to State averages for a given school based on such controls provided a better interpretation of the descriptive test results.

In the Baltimore City Public Schools the differences in observed and expected averages for each school ranged from fractions or months below and above the expected averages. The significant feature for the Baltimore City Public Schools is that on the average the above and below differences in months tended to cancel themselves. Based on the status testing data reported, the indication is clear that the Baltimore City Public School System is performing in an effective manner.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services. The Maryland Assessment data alone indicate the need for high intensity instructional programs to propel the system on the way to accomplishing school-building, system-wide and State objectives. The financial plight of Baltimore City needs no documentation. Therefore, it is evident that the Baltimore City Public School System has unmet needs for resources to permit improvement of programs and services. Some specifics are: Personnel needs (instructional, resource, classified and administrative); Facilities needs (accelerated maintenance and building program); Service needs (improved procurement and distribution); Data Processing needs (modification of software system); Community and Communication needs (facilities for transmitting and receiving information to community and schools); Political needs (the recognition and dedication of State government in the resolution of urban problems). If the Baltimore City Public School System and the counties are to meet the goals of the accountability legislation, the need for resources cannot go unrecognized.

BALTIMORE CITY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
905,757	$8,815	38.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.9	10.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
182,733	$10,784	$18,839	10.6	26.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
22.0	21.1	87.2

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$ 890.17	$655.05	73.9	$26.54

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.9	$13.84	1.5

*SEE APPENDIX A FOR DEFINTION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	14805	87.20	142	89.9	15.63	2.84	1.11
	5	14166	85.49	138	90.8	15.66	4.37	1.51
	7	15318	75.02	29	89.6	16.18	5.70	1.83
	9	12167	79.12	39	91.9	15.42	7.40	1.98
(2) READING COMPREHENSION	3	14805	87.20	142	89.9	15.63	2.86	1.07
	5	14166	85.49	138	90.8	15.66	4.42	1.33
	7	15318	75.02	29	89.6	16.18	5.72	1.65
	9	12167	79.12	39	91.9	15.42	7.15	1.90
(3) SPELLING	3	14805	87.61	142	89.9	15.63	3.50	1.35
	5	14166	86.25	138	90.8	15.66	4.98	1.77
	7	15318	75.55	29	89.6	16.18	6.22	2.14
	9	12167	78.52	39	91.9	15.42	7.91	2.33
(4) CAPITALIZATION	3	14805	87.61	142	89.9	15.63	3.33	1.27
	5	14166	86.25	138	90.8	15.66	5.02	1.63
	7	15318	75.55	29	89.6	16.18	6.43	2.01
	9	12167	78.52	39	91.9	15.42	7.99	2.22
(5) PUNCTUATION	3	14805	87.61	142	89.9	15.63	3.50	1.32
	5	14166	86.25	138	90.8	15.66	4.95	1.59
	7	15318	75.55	29	89.6	16.18	6.24	1.91
	9	12167	78.52	39	91.9	15.42	7.80	2.11

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

BALTIMORE CITY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE), AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	PERCENT OF STUDENTS TESTED **	NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	14805	87.61	142	89.9	15.63	3.08	1.24
	5	14166	86.25	138	90.8	15.66	4.53	1.55
	7	15318	75.55	29	89.6	16.18	6.03	1.86
	9	12167	78.52	39	91.9	15.42	7.35	2.14
(7) LANGUAGE TOTAL	3	14805	87.61	142	89.9	15.63	3.36	1.11
	5	14166	86.25	138	90.8	15.66	4.89	1.41
	7	15318	75.55	29	89.6	16.18	6.24	1.70
	9	12167	78.52	39	91.9	15.42	7.78	1.88
(8) MATHEMATICAL CONCEPTS	3	14805	87.29	142	89.9	15.63	3.06	.92
	5	14166	86.49	138	90.8	15.66	4.75	1.23
	7	15318	73.92	29	89.6	16.18	6.19	1.47
	9	12167	79.63	39	91.9	15.42	7.71	1.73
(9) MATHEMATICAL PROBLEMS	3	14805	87.29	142	89.9	15.63	3.06	.99
	5	14166	86.49	138	90.8	15.66	4.84	1.24
	7	15318	73.92	29	89.6	16.18	6.06	1.57
	9	12167	79.63	39	91.9	15.42	7.55	1.85
(10) MATHEMATICAL TOTAL	3	14805	87.29	142	89.9	15.63	3.08	.89
	5	14166	86.49	138	90.8	15.66	4.82	1.13
	7	15318	73.92	29	89.6	16.18	6.15	1.39
	9	12167	79.63	39	91.9	15.42	7.65	1.65

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ABBOTTSTON	K-6	866	26.2	90.8	31.0	2.0	10.1	27.7	24.2	21.5	10.4	7920.0
ABRAHAM LINCOLN	K-6	699	25.0	91.9	27.0	1.0	13.1	33.0	21.4	35.6	8.9	6913.0
ALEXANDER HAMILTON	K-6	776	25.0	92.3	29.0	2.0	14.1	25.3	19.3	26.8	10.0	7952.0
ARLINGTON	K-5	1352	29.4	90.8	44.0	2.0	9.6	30.5	19.6	22.2	10.5	8810.0
ARMISTEAD	K-6	342	26.3	89.0	12.0	1.0	6.5	33.0	7.7	15.3	8.5	8206.0
ARMISTEAD GARDENS	PRE K-6	600	17.1	92.3	33.0	2.0	10.2	25.7	17.1	6.8	9.4	8994.0
ARUNDEL	K-6	814	26.7	92.3	28.0	2.5	12.6	32.4	11.5	40.5	10.5	6421.0
ASHBURTON ELEM	K-6	453	30.2	94.6	14.0	1.0	13.0	30.0	20.0	12.9	12.4	10386.0
BARCLAY	K-6	757	24.0	91.6	29.0	2.5	9.4	27.6	20.6	30.2	11.6	7925.0
BARRISTER CHARLES CARROLL	K-6	599	27.2	90.9	21.0	1.0	9.4	30.0	13.6	30.0	8.2	6955.0
BAY BROOK	K-6	543	24.7	91.0	21.0	1.0	13.9	17.5	22.7	23.0	9.5	8402.0
BEECHFIELD	K-6	1419	30.8	94.0	44.0	2.0	15.6	28.0	17.4	3.6	11.4	10323.0
BELMONT	K-6	553	21.3	94.2	24.0	2.0	14.3	27.0	26.9	22.4	10.2	8933.0
BENJAMIN BANNEKER	2-6	218	16.1	86.2	12.5	1.0	10.0	37.4	7.4	43.8	10.9	6539.0
BENTALOU	K-6	968	27.7	93.5	33.0	2.0	12.2	25.5	25.7	28.4	9.6	7707.0
BETSY ROSS	K-6	567	25.8	91.8	21.0	1.0	15.6	29.0	18.2	26.4	8.9	7891.0
BREHMS LANE	K-6	874	25.0	93.8	33.0	2.0	10.1	37.0	8.6	5.2	9.6	10155.0
BROADWAY	K-6	315	21.0	92.2	14.0	1.0	10.3	31.0	13.3	47.2	8.6	5638.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ABBOTTSTON	3 5	87.5 92.4	2.44 3.89	2.76 4.48	-.32 -.59	2.58 4.11	2.78 4.60	-.20 -.49	3.03 4.62	3.18 4.83	-.15 -.21	2.95 4.31	2.96 4.88	-.01 -.57 *
ABRAHAM LINCOLN	3 5	84.9 87.2	2.60 4.44	2.55 4.01	+.05 +.43	2.67 4.59	2.56 4.14	+.11 +.45	3.18 4.43	2.98 4.48	+.20 -.05	2.78 4.41	2.81 4.52	-.03 -.11
ALEXANDER HAMILTON	3 5	86.7 87.3	2.61 4.41	2.70 4.12	-.09 +.29	2.82 3.92	2.71 4.23	+.11 -.31	3.26 4.79	3.12 4.49	+.14 +.30	2.89 4.55	2.91 4.55	-.02 +.00
ARLINGTON	3 5	87.6 89.5	2.60 4.10	2.78 4.33	-.18 -.23	2.62 4.22	2.79 4.43	-.17 -.21	3.12 4.67	3.18 4.66	-.06 +.01	2.77 4.59	2.97 4.71	-.20 -.12
ARMISTEAD	3 5	88.9 89.8	2.65 4.58	2.77 4.20	-.12 +.38	3.03 4.56	2.80 4.31	+.23 +.25	3.40 5.12	3.20 4.69	+.20 +.43	3.11 5.38	3.01 4.73	+.10 +.65 *
ARMISTEAD GARDENS	3 5	91.1 94.6	3.13 4.82	2.93 4.60	+.20 +.22	3.05 4.87	2.97 4.70	+.08 +.17	3.26 5.17	3.36 5.03	-.10 +.14	3.21 5.06	3.14 5.06	+.07 +.00
ARUNDEL	3 5	89.7 87.3	2.76 3.92	2.87 4.10	-.11 -.18	2.55 3.74	2.92 4.24	-.37 -.50	3.25 4.67	3.32 4.44	-.07 +.23	2.83 4.63	3.06 4.51	-.23 +.12
ASHBURTON ELEM	3 5	94.3 94.4	2.78 4.44	3.24 4.82	-.46 -.38	2.65 4.31	3.27 4.90	-.62 * -.59 *	3.32 5.16	3.64 5.00	-.32 +.16	3.17 4.91	3.34 5.07	-.17 -.16
BARCLAY	3 5	97.6 88.0	3.24 4.29	3.37 4.26	-.13 +.03	3.21 4.30	3.45 4.38	-.24 -.08	3.69 4.72	3.82 4.52	-.13 +.20	3.33 4.67	3.48 4.59	-.15 +.08
BARRISTER CHARLES CARROLL	3 5	93.0 96.5	2.66 4.59	2.98 4.58	-.32 +.01	2.59 4.57	3.05 4.72	-.46 -.15	3.01 5.11	3.44 5.12	-.43 -.01	2.91 5.10	3.21 5.14	-.30 -.04
BAY BROOK	3 5	92.1 95.6	2.81 4.36	2.99 4.65	-.18 -.29	2.89 4.28	3.03 4.76	-.14 -.48	3.15 4.72	3.42 5.08	-.27 -.36	3.14 4.89	3.19 5.11	-.05 -.22
BEECHFIELD	3 5	104.5 98.9	3.74 5.45	3.78 5.06	-.04 +.39	3.68 5.44	3.88 5.14	-.20 +.30	4.19 5.98	4.22 5.32	-.03 +.66	3.90 5.80	3.85 5.37	+.05 +.43
BELMONT	3 5	91.6 93.7	3.35 4.93	2.99 4.59	+.36 +.34	3.28 4.96	3.03 4.69	+.25 +.27	4.02 5.64	3.41 4.95	+.61 * +.69 *	3.15 5.20	3.17 5.00	-.02 +.20
BENJAMIN BANNEKER	3 5	78.0 85.1	2.62 3.53	2.23 3.98	+.39 -.45	2.43 3.57	2.20 4.12	+.23 -.55	2.91 4.06	2.63 4.29	+.28 -.23	2.58 4.55	2.47 4.37	+.11 +.18
BENTALOU	3 5	92.0 95.5	2.35 3.96	2.98 4.62	-.63 * -.66	2.62 4.10	3.03 4.76	-.41 -.66 *	3.38 5.14	3.42 5.05	-.04 +.09	3.07 4.82	3.18 5.09	-.11 -.27
BETSY ROSS	3 5	91.4 91.1	2.88 4.51	2.92 4.30	-.04 +.21	2.80 4.62	2.97 4.41	-.17 +.21	3.15 4.61	3.36 4.77	-.21 -.16	3.20 4.79	3.14 4.81	+.06 -.02
BREHMS LANE	3 5	100.2 100.7	3.43 5.22	3.47 5.06	-.04 +.16	3.30 5.13	3.55 5.15	-.25 -.02	4.06 5.59	3.91 5.47	+.15 +.12	3.66 5.52	3.61 5.49	+.05 +.03
BROADWAY	3 5	80.5 85.0	2.28 4.44	2.27 3.80	+.01 +.64	2.37 5.16	2.28 3.95	+.09 +1.21 *	2.52 4.03	2.71 4.30	-.19 -.27	2.53 4.27	2.57 4.35	-.04 -.08

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ABBOTTSTON	3	87.5	2.44	2.74	-.30	2.58	2.77	-.19	3.03	3.17	-.14	2.95	2.95	+.00
	5	92.4	3.89	4.51	-.62	4.11	4.62	-.51	4.62	4.84	-.22	4.31	4.90	-.59 *
ABRAHAM LINCOLN	3	84.9	2.60	2.57	+.03	2.67	2.60	+.07	3.18	3.01	+.17	2.78	2.81	-.03
	5	87.2	4.44	4.07	+.37	4.59	4.21	+.38	4.43	4.45	-.02	4.41	4.51	-.10
ALEXANDER HAMILTON	3	86.7	2.61	2.69	-.08	2.82	2.72	+.10	3.26	3.12	+.14	2.89	2.90	-.01
	5	87.3	4.41	4.07	+.34	3.92	4.21	-.29	4.79	4.46	+.33	4.55	4.52	+.03
ARLINGTON	3	87.6	2.60	2.75	-.15	2.62	2.78	-.16	3.12	3.18	-.06	2.77	2.95	-.18
	5	89.5	4.10	4.26	-.16	4.22	4.39	-.17	4.67	4.62	+.05	4.59	4.68	-.09
ARMISTEAD	3	88.9	2.65	2.83	-.18	3.03	2.86	+.17	3.40	3.26	+.14	3.11	3.02	+.09
	5	89.8	4.58	4.29	+.29	4.56	4.42	+.14	5.12	4.65	+.47	5.38	4.70	+.68 *
ARMISTEAD GARDENS	3	91.1	3.13	2.97	+.16	3.05	3.01	+.04	3.26	3.40	-.14	3.21	3.14	+.07
	5	94.6	4.82	4.70	+.12	4.87	4.80	+.07	5.17	5.01	+.16	5.06	5.06	+.00
ARUNDEL	3	89.7	2.76	2.88	-.12	2.55	2.92	-.37	3.25	3.31	-.06	2.83	3.07	-.24
	5	87.3	3.92	4.07	-.15	3.74	4.21	-.47	4.67	4.46	+.21	4.63	4.52	+.11
ASHBURTON GLEN	3	94.3	2.78	3.18	-.40	2.65	3.22	-.57 *	3.32	3.60	-.28	3.17	3.32	-.15
	5	94.4	4.44	4.68	-.24	4.31	4.79	-.48	5.16	5.00	+.16	4.91	5.04	-.13
BARCLAY	3	97.6	3.24	3.39	-.15	3.21	3.44	-.23	3.69	3.80	-.11	3.33	3.50	-.17
	5	88.0	4.29	4.13	+.16	4.30	4.27	+.03	4.72	4.51	+.21	4.67	4.57	+.10
BARRISTER CHARLES CARROLL	3	93.0	2.66	3.09	-.43	2.59	3.14	-.55	3.01	3.51	-.50	2.91	3.25	-.34
	5	96.5	4.59	4.87	-.28	4.57	4.96	-.39	5.11	5.15	-.04	5.10	5.20	-.10
BAY BROOK	3	92.1	2.81	3.04	-.23	2.89	3.08	-.19	3.15	3.46	-.31	3.14	3.20	-.06
	5	95.6	4.36	4.79	-.43	4.28	4.88	-.60	4.72	5.09	-.37	4.89	5.13	-.24
BEECHFIELD	3	104.5	3.74	3.83	-.09	3.68	3.90	-.22	4.19	4.23	-.04	3.90	3.88	+.02
	5	98.9	5.45	5.07	+.38	5.44	5.15	+.29	5.98	5.34	+.64	5.80	5.38	+.42
BELMONT	3	91.6	3.35	3.00	+.35	3.28	3.04	+.24	4.02	3.43	+.59	3.15	3.17	-.02
	5	93.7	4.93	4.62	+.31	4.96	4.73	+.23	5.64	4.94	+.70 *	5.20	4.99	+.21
BENJAMIN BANNEKER	3	78.0	2.62	2.13	+.49	2.43	2.14	+.29	2.91	2.58	+.33	2.58	2.43	+.15
	5	85.1	3.53	3.88	-.35	3.57	4.04	-.47	4.06	4.29	-.23	4.55	4.35	+.20
BENTALOU	3	92.0	2.35	3.03	-.68 *	2.62	3.07	-.45	3.38	3.45	-.07	3.07	3.19	-.12
	5	95.5	3.96	4.78	-.82 *	4.10	4.87	-.77 *	5.14	5.08	+.06	4.82	5.13	-.31
BETSY ROSS	3	91.4	2.88	2.99	-.11	2.80	3.03	-.23	3.15	3.42	-.27	3.20	3.16	+.04
	5	91.1	4.51	4.40	+.11	4.62	4.52	+.10	4.61	4.74	-.13	4.79	4.80	-.01
BREHMS LANE	3	100.2	3.43	3.56	-.13	3.30	3.61	-.31	4.06	3.96	+.10	3.66	3.64	+.02
	5	100.7	5.22	5.23	-.01	5.13	5.29	-.16	5.59	5.47	+.12	5.52	5.51	+.01
BROADWAY	3	80.5	2.28	2.29	-.01	2.37	2.30	+.07	2.52	2.74	-.22	2.53	2.56	-.03
	5	85.0	4.44	3.88	+.56	5.16	4.03	+1.13 *	4.03	4.28	-.25	4.27	4.35	-.08

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BROOKLYN	K-6	535	24.8	93.2	20.6	1.0	12.3	17.5	13.9	16.9	9.6	8868.0
CALLAWAY	K-6	1025	31.1	94.6	31.0	2.0	9.5	34.5	21.2	14.6	12.1	9715.0
C GODWIN WOODSON	K-6	613	24.5	93.6	24.0	1.0	8.8	30.0	12.0	16.5	10.7	8475.0
CECIL	K-6	718	26.1	92.2	24.5	3.0	12.7	22.8	29.1	29.8	9.7	7429.0
CHARLES CARROLL OF CARROLLTON	PRE K-6	1351	22.3	90.8	58.5	2.0	12.9	35.5	18.2	57.2	8.9	3743.0
CHERRY HILL	PRE K-6	893	27.9	92.9	30.0	2.0	9.5	23.3	28.1	43.6	9.8	5374.0
CITY SPRINGS	PRE K-6	642	19.5	91.7	31.0	2.0	9.5	27.5	27.3	53.7	8.8	4027.0
COLDSTREAM PARK	K-6	701	27.0	92.9	24.0	2.0	7.2	23.0	23.1	22.4	10.1	7567.0
COLLINGTON SQUARE	PRE K-6	1114	29.3	91.3	37.0	1.0	8.1	31.0	13.1	36.0	9.6	7356.0
COLUMBUS	K-6	725	25.9	93.4	26.0	2.0	10.3	26.4	14.3	28.2	9.8	7194.0
COMMODORE JOHN ROGERS	PRE K-6	1145	22.7	86.6	48.5	2.0	9.5	27.3	16.8	34.7	8.4	6318.0
COPPIN	K-6	566	25.	91.4	21.0	1.0	13.9	29.0	9.1	39.0	9.0	6157.0
CROSS COUNTRY	K-5	748	26.2	92.5	26.5	2.0	17.9	25.0	14.0	9.1	12.3	13626.0
CURTIS BAY	K-6	778	25.9	91.3	28.0	2.0	7.5	33.0	13.3	17.4	9.1	8738.0
DAVID E WEGLEIN	PRE K-6	685	19.6	89.0	33.0	2.0	11.0	31.3	31.4	57.5	8.7	3483.0
DICKEY HILL	K-6	543	25.9	95.4	20.0	1.0	11.4	26.0	38.1	4.1	12.4	10299.0
DR BERNARD HARRIS	PRE K-6	641	21.4	90.7	28.0	2.0	10.4	26.7	23.3	47.2	9.1	5797.0
DR M LUTHER KING, JR	3-6	973	26.3	89.9	35.0	2.0	6.3	17.4	16.2	28.5	10.0	7573.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BROOKLYN	3	96.1	3.23	3.22	+.01	3.20	3.29	-.09	3.81	3.66	+.15	3.52	3.40	+.12
	5	93.2	4.57	4.51	+.06	4.68	4.62	+.06	5.05	4.93	+.12	5.25	4.96	+.29
CALLAWAY	3	86.6	3.05	2.78	+.27	2.92	2.78	+.14	3.51	3.17	+.34	3.12	2.94	+.18
	5	87.7	4.17	4.34	-.17	4.06	4.42	-.36	4.56	4.54	+.02	4.34	4.61	-.27
C GODWIN WOODSON	3	88.5	2.75	2.84	-.09	2.77	2.86	-.09	3.59	3.25	+.34	3.27	3.02	+.25
	5	92.5	4.40	4.53	-.13	4.33	4.65	-.32	4.92	4.85	+.07	4.55	4.90	-.35
CECIL	3	85.4	2.55	2.61	-.06	2.78	2.62	+.16	3.21	3.03	+.18	3.05	2.84	+.21
	5	88.3	4.19	4.15	+.04	4.25	4.27	-.02	4.60	4.55	+.05	4.53	4.61	-.08
CHARLES CARROLL OF CARROLLTON	3	83.6	2.35	2.44	-.09	2.55	2.48	+.07	2.92	2.91	+.01	2.84	2.71	+.13
	5	87.4	4.48	3.90	+.58	4.09	4.10	-.01	4.89	4.40	+.49	4.72	4.46	+.26
CHERRY HILL	3	88.2	2.54	2.75	-.21	2.34	2.80	-.46	3.12	3.21	-.09	2.76	2.97	-.21
	5	87.3	3.96	4.01	-.05	4.13	4.18	-.05	4.66	4.43	+.23	4.53	4.49	+.04
CITY SPRINGS	3	85.3	2.29	2.54	-.25	2.59	2.59	+.00	2.63	3.01	-.38	2.73	2.80	-.07
	5	88.7	3.77	4.00	-.23	3.82	4.19	-.37	4.58	4.50	+.08	4.47	4.55	-.08
COLDSTREAM PARK	3	88.1	2.66	2.78	-.12	2.67	2.80	-.13	3.16	3.20	-.04	2.84	2.98	-.14
	5	87.1	3.76	4.10	-.34	4.03	4.22	-.19	3.97	4.47	-.50	4.40	4.53	-.13
COLLINGTON SQUARE	3	87.1	2.23	2.70	-.47	2.45	2.72	-.27	2.89	3.13	-.24	2.71	2.93	-.22
	5	89.1	3.56	4.19	-.63	3.93	4.32	-.39	4.19	4.61	-.42	4.30	4.66	-.36
COLUMBUS	3	88.3	2.76	2.78	-.02	2.65	2.81	-.16	3.15	3.21	-.06	2.79	2.99	-.20
	5	88.1	3.78	4.13	-.35	3.93	4.26	-.33	4.44	4.53	-.09	4.46	4.59	-.13
COMMODORE JOHN ROGERS	3	82.8	2.35	2.41	-.06	2.53	2.42	+.11	2.81	2.84	-.03	2.63	2.69	-.06
	5	82.1	3.90	3.62	+.28	3.81	3.75	+.06	4.04	4.12	-.08	4.31	4.18	+.13
COPPIN	3	82.0	2.64	2.38	+.26	2.45	2.39	+.06	2.87	2.81	+.06	2.56	2.65	-.09
	5	85.4	4.09	3.87	+.22	4.15	4.01	+.14	4.67	4.33	+.34	4.67	4.39	+.28
CROSS COUNTRY	3	99.2	3.80	3.54	+.26	3.75	3.57	+.18	4.40	3.92	+.48	3.78	3.61	+.17
	5	99.2	5.80	5.25	+.55	5.44	5.27	+.17	6.05	5.42	+.63	5.68	5.46	+.22
CURTIS BAY	3	89.8	2.89	2.85	+.04	3.05	2.88	+.17	3.24	3.27	-.03	2.98	3.07	-.09
	5	98.4	4.20	4.82	-.62	4.38	4.93	-.55	4.80	5.28	-.48	5.10	5.31	-.21
DAVID F WEGLEIN	3	83.7	2.30	2.44	-.14	2.46	2.48	-.02	2.59	2.91	-.32	2.55	2.72	-.17
	5	83.2	3.53	3.61	-.08	3.83	3.80	+.03	4.01	4.12	-.11	4.05	4.18	-.13
DICKEY HILL	3	101.4	3.60	3.64	-.04	3.47	3.72	-.25	4.56	4.06	+.50	3.75	3.70	+.05
	5	99.1	5.22	5.13	+.09	5.14	5.22	-.08	5.92	5.32	+.60	5.60	5.37	+.23
DR BERNARD HARRIS	3	88.9	2.35	2.77	-.42	2.41	2.82	-.41	2.58	3.23	-.65 *	2.67	3.00	-.33
	5	88.9	3.07	4.09	-1.02 *	3.72	4.24	-.52	3.88	4.56	-.68 *	3.95	4.61	-.66 *
DR M LUTHER KING, JR	3	82.3	2.48	2.44	+.04	2.25	2.44	-.19	3.00	2.85	+.15	2.51	2.69	-.18
	5	86.2	3.83	4.03	-.20	3.85	4.15	-.30	4.40	4.41	-.01	4.53	4.47	+.06

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

(BROOKLYN - LUTHER KING)

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BROOKLYN	3	96.1	3.23	3.29	-.06	3.20	3.34	-.14	3.81	3.71	+.10	3.52	3.42	+.10
	5	93.2	4.57	4.58	-.01	4.68	4.69	-.01	5.05	4.90	+.15	5.25	4.96	+.29
CALLAWAY	3	86.6	3.05	2.68	+.37	2.92	2.71	+.21	3.51	3.12	+.39	3.12	2.90	+.22
	5	87.7	4.17	4.11	+.06	4.06	4.25	-.19	4.56	4.49	+.07	4.34	4.55	-.21
C GODWIN WOODSON	3	88.5	2.75	2.80	-.05	2.77	2.84	-.07	3.59	3.23	+.36	3.27	3.00	+.27
	5	92.5	4.40	4.52	-.12	4.33	4.63	-.30	4.92	4.85	+.07	4.55	4.90	-.35
CECIL	3	85.4	2.55	2.61	-.06	2.78	2.63	+.15	3.21	3.04	+.17	3.05	2.83	+.22
	5	88.3	4.19	4.16	+.03	4.25	4.29	-.04	4.60	4.53	+.07	4.53	4.59	-.06
CHARLES CARROLL OF CARROLLTON	3	83.6	2.35	2.49	-.14	2.55	2.51	+.04	2.92	2.93	-.01	2.84	2.73	+.11
	5	87.4	4.48	4.08	+.40	4.09	4.22	-.13	4.89	4.46	+.43	4.72	4.52	+.20
CHERRY HILL	3	88.2	2.54	2.79	-.25	2.34	2.82	-.48	3.12	3.22	-.10	2.76	2.99	-.23
	5	87.3	3.96	4.07	-.11	4.13	4.21	-.08	4.66	4.46	+.20	4.53	4.52	+.01
CITY SPRINGS	3	85.3	2.29	2.60	-.31	2.59	2.62	-.03	2.63	3.04	-.41	2.73	2.83	-.10
	5	88.7	3.77	4.19	-.42	3.82	4.33	-.51	4.58	4.56	+.02	4.47	4.62	-.15
COLDSTREAM PARK	3	88.1	2.66	2.78	-.12	2.67	2.81	-.14	3.16	3.21	-.05	2.84	2.98	-.14
	5	87.1	3.76	4.06	-.30	4.03	4.20	-.17	3.97	4.44	-.47	4.40	4.50	-.10
COLLINGTON SQUARE	3	87.1	2.23	2.71	-.48	2.45	2.74	-.29	2.89	3.15	-.26	2.71	2.93	-.22
	5	89.1	3.56	4.23	-.67	3.93	4.36	-.43	4.19	4.59	-.40	4.30	4.65	-.35
COLUMBUS	3	88.3	2.76	2.79	-.03	2.65	2.82	-.17	3.15	3.22	-.07	2.79	2.99	-.20
	5	88.1	3.78	4.14	-.36	3.93	4.28	-.35	4.44	4.52	-.08	4.46	4.58	-.12
COMMODORE JOHN ROGERS	3	82.8	2.35	2.44	-.09	2.53	2.46	+.07	2.81	2.88	-.07	2.63	2.69	-.06
	5	82.1	3.90	3.63	+.27	3.81	3.79	+.02	4.04	4.06	-.02	4.31	4.13	+.18
COPPIN	3	82.0	2.64	2.39	+.25	2.45	2.40	+.05	2.87	2.83	+.04	2.56	2.65	-.09
	5	85.4	4.09	3.91	+.18	4.15	4.06	+.09	4.67	4.31	+.36	4.67	4.38	+.29
CROSS COUNTRY	3	99.2	3.80	3.49	+.31	3.75	3.55	+.20	4.40	3.90	+.50	3.78	3.59	+.19
	5	99.2	5.80	5.10	+.70	5.44	5.17	+.27	6.05	5.36	+.69 *	5.68	5.40	+.28
CURTIS BAY	3	89.8	2.89	2.89	+.00	3.05	2.92	+.13	3.24	3.32	-.08	2.98	3.07	-.09
	5	98.4	4.20	5.03	-.83 *	4.38	5.11	-.73 *	4.80	5.30	-.50	5.10	5.34	-.24
DAVID E WEGLEIN	3	83.7	2.30	2.50	-.20	2.46	2.52	-.06	2.59	2.94	-.35	2.55	2.74	-.19
	5	83.2	3.53	3.72	-.19	3.83	3.88	-.05	4.01	4.15	-.14	4.05	4.21	-.16
DICKEY HILL	3	101.4	3.60	3.63	-.03	3.47	3.69	-.22	4.56	4.04	+.52	3.75	3.71	+.04
	5	99.1	5.22	5.09	+.13	5.14	5.17	-.03	5.92	5.35	+.57	5.60	5.39	+.21
DR BERNARD HARRIS	3	88.9	2.35	2.83	-.48	2.41	2.86	-.45	2.58	3.26	-.68 *	2.67	3.02	-.35
	5	88.9	3.07	4.21	-1.14 *	3.72	4.34	-.62	3.88	4.58	-.70 *	3.95	4.64	-.69 *
DR M LUTHER KING, JR	3	82.3	2.48	2.41	+.07	2.25	2.42	-.17	3.90	2.85	+.15	2.51	2.66	-.15
	5	86.2	3.83	3.98	-.15	3.85	4.12	-.27	4.40	4.37	+.03	4.53	4.43	+.10

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
EDGECOMB CIRCLE	K-6	1326	31.9	92.3	39.6	2.0	8.6	33.5	21.6	23.7	11.0	8470.0
EDGEWOOD	K-6	744	25.2	94.1	27.5	2.0	17.9	24.5	30.5	23.0	11.1	8868.0
ELEMENTARY #94	K-6	551	25.0	92.8	21.0	1.0	12.8	34.0	22.7	32.5	9.6	7073.0
ELEMENTARY #126	PRE K-6	246	27.3	91.3	8.0	1.0	16.4	24.0	22.2	32.7	8.5	6511.0
ELMER A HENDERSON	K-6	810	24.5	91.3	31.0	2.0	10.0	35.9	24.2	47.9	8.9	5875.0
EUTAW	PRE K-6	956	24.5	90.8	37.0	2.0	12.0	20.5	25.6	49.0	9.4	5553.0
FANNIE L BARBOUR	K-6	673	24.9	91.1	25.0	2.0	17.1	30.8	22.2	45.3	8.2	4978.0
FORT WORTHINGTON	2-6	1138	22.8	93.5	48.0	2.0	10.5	35.5	8.0	22.3	10.1	9075.0
FRANKFORD	K-8	782	27.0	94.5	27.0	2.0	14.3	22.0	0.0	3.0	11.5	9943.0
F D ROOSEVELT	K-6	529	29.4	92.4	17.0	1.0	11.9	16.8	33.3	25.3	10.7	8129.0
FRANKLIN SQUARE	PRE K-6	659	18.3	93.3	34.0	2.0	13.0	28.5	22.2	42.9	8.6	5823.0
FURLEY	K-6	841	28.5	94.4	27.5	2.0	7.4	30.7	16.9	3.6	10.5	10312.0
FURMAN L TEMPLETON	NO RESOURCE DATA AS OF 9/73									58.7	8.5	3999.0
GARDENVILLE	K-6	497	27.6	93.7	17.0	1.0	12.3	29.0	27.8	5.0	10.3	10602.0
GARRETT HEIGHTS	K-6	537	25.6	94.5	20.0	1.0	14.9	23.0	23.8	4.5	11.0	10789.0
GENERAL WOLFE	K-4	280	26.4	89.3	9.6	1.0	12.8	23.0	24.5	23.5	8.2	7621.0
GEORGE KELSON	NO RESOURCE DATA AS OF 9/73									48.8	9.0	5151.0
GEORGE STREET	K-5	717	18.4	89.7	37.0	2.0	12.6	41.5	25.6	58.3	8.6	3645

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(EDGECOMB CIRCLE - GEORGE STREET)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
EDGECOMB CIRCLE	3	87.9	2.74	2.81	-.07	2.68	2.82	-.14	3.14	3.22	-.08	2.82	2.99	-.17
	5	93.3	3.72	4.60	-.88 *	4.20	4.71	-.51	4.67	4.90	-.23	4.47	4.95	-.48
EDGEWOOD	3	87.0	3.13	2.76	+.37	2.75	2.77	-.02	3.39	3.17	+.22	3.07	2.95	+.12
	5	88.1	4.54	4.27	+.27	4.70	4.37	+.33	4.88	4.56	+.32	4.78	4.62	+.16
ELEMENTARY #94	3	83.5	2.84	2.49	+.35	2.66	2.50	+.16	3.21	2.92	+.29	2.77	2.74	+.03
	5	80.8	3.26	3.64	-.38	3.75	3.75	+.00	4.33	4.04	+.29	4.37	4.10	+.27
ELEMENTARY #126	3	88.2	2.87	2.71	+.16	2.64	2.75	-.11	2.77	3.16	-.39	3.01	2.97	+.04
	5	82.4	3.95	3.65	+.30	3.65	3.78	-.13	4.14	4.15	-.01	4.38	4.20	+.18
ELMER A HENDERSON	3	84.2	2.63	2.50	+.13	2.61	2.52	+.09	3.04	2.94	+.10	2.78	2.76	+.02
	5	83.9	3.38	3.75	-.37	3.55	3.90	-.35	3.76	4.23	-.47	4.09	4.28	-.19
EUTAW	3	86.5	3.07	2.64	+.43	2.76	2.68	+.08	3.11	3.09	+.02	2.94	2.88	+.06
	5	85.5	4.34	3.88	+.46	4.27	4.03	+.24	4.74	4.32	+.42	4.63	4.38	+.25
FANNIE L BARBOUR	3	79.7	2.16	2.21	-.05	2.31	2.21	+.10	2.64	2.65	-.01	2.56	2.52	+.04
	5	87.6	3.74	3.92	-.18	3.78	4.09	-.31	4.57	4.46	+.11	4.05	4.51	-.46
FORT WORTHINGTON	3	86.1	2.87	2.68	+.19	2.72	2.68	+.04	3.33	3.08	+.25	2.98	2.89	+.09
	5	88.5	4.41	4.25	+.16	4.17	4.34	-.17	4.69	4.61	+.08	4.68	4.66	+.02
FRANKFORD	3	91.7	3.11	3.05	+.06	3.04	3.08	-.04	3.65	3.45	+.20	3.30	3.20	+.10
	5	101.3	5.64	5.20	+.44	5.62	5.30	+.32	6.09	5.47	+.62	6.08	5.51	+.57 *
F D ROOSEVELT	3	82.8	2.43	2.50	-.07	2.54	2.49	+.05	3.09	2.90	+.19	2.81	2.72	+.09
	5	80.8	3.94	3.74	+.20	3.73	3.84	-.11	4.53	4.05	+.48	4.48	4.12	+.36
FRANKLIN SQUARE	3	87.4	3.08	2.67	+.41	2.67	2.71	-.04	3.49	3.12	+.37	3.07	2.92	+.15
	5	82.9	3.84	3.67	+.17	4.03	3.81	+.22	4.37	4.16	+.21	4.39	4.22	+.17
FURLEY	3	97.6	3.28	3.35	-.07	3.36	3.41	-.05	3.78	3.78	+.00	3.55	3.49	+.06
	5	97.6	5.21	4.91	+.30	5.11	4.99	+.12	5.51	5.25	+.26	5.39	5.28	+.11
FURMAN L TEMPLETON	3	83.6	2.28	2.43	-.15	2.47	2.47	+.00	2.46	2.90	-.44	2.49	2.71	-.22
	5	87.9	3.75	3.93	-.18	4.12	4.12	+.00	4.29	4.45	-.16	4.21	4.50	-.29
GARDENVILLE	3	100.0	3.47	3.49	-.02	3.34	3.56	-.22	4.05	3.91	+.14	3.79	3.61	+.18
	5	102.2	5.65	5.21	+.44	5.37	5.30	+.07	5.82	5.57	+.25	5.89	5.60	+.29
GARRETT HEIGHTS	3	99.8	3.32	3.50	-.18	3.55	3.57	-.02	4.06	3.92	+.14	3.55	3.61	-.06
	5	99.8	5.53	5.11	+.42	5.49	5.18	+.31	5.88	5.40	+.48	5.44	5.44	+.00
GENERAL WOLFE	3	88.9	2.81	2.75	+.06	2.62	2.79	-.17	2.86	3.20	-.34	3.21	3.01	+.20
GEORGE KELSON	5	80.0	3.49	3.48	+.01	3.21	3.63	-.42	3.91	3.94	-.03	4.12	4.01	+.11
GEORGE STREET	3	87.2	2.63	2.64	-.01	2.65	2.70	-.05	3.11	3.12	-.01	2.86	2.89	-.03
	5	86.8	3.33	3.84	-.51	3.61	4.04	-.43	3.86	4.36	-.50	4.15	4.42	-.27

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED[‡]

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFFRENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFFRENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
EDGECOMB CIRCLE	3	87.9	2.74	2.77	-.03	2.68	2.80	-.12	3.14	3.20	-.06	2.82	2.97	-.15
	5	93.3	3.72	4.59	-.87 *	4.20	4.70	-.50	4.67	4.91	-.24	4.47	4.96	-.49
EDGEWOOD	3	87.0	3.13	2.71	+.42	2.75	2.74	+.01	3.39	3.14	+.25	3.07	2.92	+.15
	5	88.1	4.54	4.14	+.40	4.70	4.28	+.42	4.88	4.52	+.36	4.79	4.58	+.20
ELEMENTARY #94	3	83.5	2.84	2.48	+.36	2.66	2.50	+.16	3.21	2.92	+.29	2.77	2.73	+.04
	5	80.8	3.26	3.51	-.25	3.75	3.69	+.06	4.33	3.96	+.37	4.37	4.03	+.34
ELEMENTARY #126	3	88.2	2.87	2.79	+.08	2.64	2.82	-.18	2.77	3.22	-.45	3.01	2.99	+.02
	5	82.4	3.95	3.65	+.30	3.65	3.82	-.17	4.14	4.09	+.05	4.38	4.15	+.23
ELMER A HENDERSON	3	84.2	2.63	2.53	+.10	2.61	2.55	+.06	3.04	2.97	+.07	2.78	2.77	+.01
	5	83.9	3.38	3.78	-.40	3.55	3.94	-.39	3.76	4.20	-.44	4.09	4.26	-.17
EUTAW	3	86.5	3.07	2.68	+.39	2.76	2.70	+.06	3.11	3.11	+.00	2.94	2.89	+.05
	5	85.5	4.34	3.92	+.42	4.27	4.07	+.20	4.74	4.32	+.42	4.63	4.38	+.25
FANNIE L BARBOUR	3	79.7	2.16	2.24	-.08	2.31	2.25	+.06	2.64	2.69	-.05	2.56	2.52	+.04
	5	87.6	3.74	4.10	-.36	3.78	4.24	-.46	4.57	4.48	+.09	4.05	4.54	-.49
FORT WORTHINGTON	3	86.1	2.87	2.65	+.22	2.72	2.68	+.04	3.33	3.09	+.24	2.98	2.87	+.11
	5	88.5	4.41	4.18	+.23	4.17	4.31	-.14	4.69	4.55	+.14	4.68	4.61	+.07
FRANKFORD	3	91.7	3.11	3.01	+.10	3.04	3.05	-.01	3.65	3.43	+.22	3.30	3.18	+.12
	5	101.3	5.64	5.28	+.36	5.62	5.34	+.28	6.09	5.52	+.57	6.08	5.56	+.52
F D ROOSEVELT	3	82.8	2.43	2.44	-.01	2.54	2.46	+.08	3.09	2.88	+.21	2.81	2.69	+.12
	5	80.8	3.94	3.51	+.43	3.73	3.69	+.04	4.53	3.96	+.57	4.48	4.03	+.45
FRANKLIN SQUARE	3	87.4	3.08	2.73	+.35	2.67	2.76	-.09	3.49	3.17	+.32	3.07	2.94	+.13
	5	82.9	3.84	3.70	+.14	4.03	3.86	+.17	4.37	4.12	+.25	4.39	4.19	+.20
FURLEY	3	97.6	3.28	3.39	-.11	3.36	3.44	-.08	3.78	3.80	-.02	3.55	3.50	+.05
	5	97.6	5.21	4.96	+.25	5.11	5.04	+.07	5.51	5.24	+.27	5.39	5.28	+.11
FURMAN L TEMPLETON	3	83.6	2.28	2.49	-.21	2.47	2.51	-.04	2.46	2.93	-.47	2.49	2.73	-.24
	5	87.9	3.75	4.13	-.38	4.12	4.26	-.14	4.29	4.50	-.21	4.21	4.56	-.35
GARDENVILLE	3	100.0	3.47	3.54	-.07	3.34	3.60	-.26	4.05	3.95	+.10	3.79	3.63	+.16
	5	102.2	5.65	5.36	+.29	5.37	5.42	-.05	5.82	5.59	+.23	5.89	5.62	+.27
GARRETT HEIGHTS	3	99.8	3.32	3.53	-.21	3.55	3.59	-.04	4.06	3.94	+.12	3.55	3.62	-.07
	5	99.8	5.53	5.15	+.38	5.49	5.22	+.27	5.88	5.40	+.48	5.44	5.45	-.01
GENERAL WOLFE	3	88.9	2.81	2.83	-.02	2.62	2.86	-.24	2.86	3.26	-.40	3.21	3.02	+.19
GEORGE KELSON	5	80.0	3.49	3.45	+.04	3.21	3.62	-.41	3.91	3.90	+.01	4.12	3.97	+.15
GEORGE STREET	3	87.2	2.63	2.72	-.09	2.65	2.75	-.10	3.11	3.15	-.04	2.86	2.93	-.07
	5	86.8	3.33	4.03	-.70	3.61	4.17	-.56	3.86	4.42	-.56	4.15	4.48	-.33

[‡] SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
GEORGE WASHINGTON	PRE K-6	685	22.8	89.3	28.0	2.0	7.0	19.1	10.0	36.4	8.2	6612.0
GILMOR	K-6	745	25.7	89.2	27.0	2.0	15.6	27.9	20.7	49.7	8.9	5295.0
GLENMOUNT	K-6	791	29.3	94.8	25.0	2.0	11.6	28.5	14.8	3.9	10.8	10854.0
GOVANS	K-6	560	25.5	93.0	21.0	1.0	12.1	37.0	18.2	6.4	12.5	13201.0
GRACELAND PARK ODONNELL	PRE K-6	732	23.6	88.9	29.0	2.0	8.3	29.3	22.6	40.5	8.9	7709.0
GROVE PARK	K-6	724	26.3	94.8	26.5	1.0	11.6	25.0	25.5	6.9	12.1	10507.0
GUILFORD	K-6	826	27.5	91.9	28.0	2.0	8.0	27.7	16.7	14.4	12.1	10812.0
GUILFORD AVENUE	PRE K-6	501	17.6	91.3	26.5	2.0	11.3	26.9	24.6	41.7	10.3	6260.0
GWYNNS FALLS	K-6	832	27.7	94.2	28.0	2.0	18.7	32.5	33.3	21.3	11.1	9195.0
HAMILTON	K-6	631	27.4	93.0	22.0	1.0	12.5	40.0	17.4	2.4	11.1	10916.0
HAMPDEN	K-6	853	25.1	89.4	32.0	2.0	11.5	19.0	20.6	16.9	9.6	8881.0
HAMPSTEAD HILL	K-6	473	26.3	92.3	17.0	1.0	10.0	29.0	11.1	14.5	8.2	8412.0
HARLEM PARK	K-6	833	26.9	90.6	29.0	2.0	10.8	23.5	25.8	47.6	8.8	5361.0
HAZELWOOD	K-6	769	24.8	95.2	29.0	2.0	9.5	21.9	12.9	4.5	10.9	11217.0
HIGHLANDTOWN #215	K-6	575	22.1	92.8	25.0	1.0	8.6	29.5	7.7	8.6	8.5	9076.0
HIGHLANDTOWN #237	K-6	216	33.2	89.6	6.5	0.0	8.7	0.0	15.4	9.4	8.5	8710.0
HILTON	K-6	969	28.5	95.2	32.0	2.0	13.0	31.5	17.6	14.4	12.0	10306.0
HOLABIRD	K-6	573	24.9	92.0	22.0	1.0	11.1	30.0	4.3	33.2	9.0	8637.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
GEORGE WASHINGTON	3	90.3	2.50	2.82	-.32	2.38	2.88	-.50	2.49	3.28	-.39	2.74	3.07	-.33
	5	86.0	3.85	3.88	-.03	3.87	4.01	-.14	4.49	4.40	+.09	4.68	4.44	+.24
GILMOR	3	83.4	2.04	2.45	-.41	2.32	2.47	-.15	2.56	2.90	-.34	2.45	2.72	-.27
	5	85.7	3.39	3.85	-.46	3.78	4.01	-.23	4.11	4.33	-.22	4.16	4.38	-.22
GLENMOUNT	3	102.8	3.81	3.67	+.14	3.89	3.75	+.14	4.45	4.10	+.35	4.11	3.76	+.35
	5	103.4	5.78	5.33	+.45	5.62	5.42	+.20	6.38	5.65	+.73 *	6.02	5.68	+.34
GOVANS	3	95.9	3.37	3.36	+.01	3.26	3.37	-.11	3.75	3.73	+.02	3.53	3.44	+.09
	5	95.7	4.79	5.01	-.22	4.77	5.04	-.27	5.13	5.17	-.04	5.13	5.22	-.09
GRACELAND PARK ODONNELL	3	91.4	2.96	2.92	+.04	2.73	2.97	-.24	3.39	3.37	+.02	3.05	3.14	-.09
	5	88.1	4.44	4.09	+.35	4.62	4.21	+.41	5.06	4.56	+.50	5.12	4.60	+.52
GROVE PARK	3	95.6	3.45	3.30	+.1[illegible]	3.26	3.34	-.08	3.93	3.70	+.23	3.39	3.40	-.01
	5	82.8	4.52	4.04	+.48	4.55	4.10	+.45	5.12	4.23	+.89 *	4.90	4.31	+.59 *
GUILFORD	3	83.0	2.69	2.59	+.10	2.73	2.55	+.18	3.34	2.95	+.39	2.73	2.77	-.04
	5	85.2	4.76	4.22	+.54	4.53	4.27	+.26	4.43	4.40	+.03	4.52	4.47	+.05
GUILFORD AVENUE	3	94.3	3.67	3.13	+.54 *	2.82	3.20	-.38	3.73	3.58	+.15	3.37	3.29	+.08
	5	95.8	4.41	4.63	-.22	4.41	4.80	-.39	5.16	5.02	+.14	5.29	5.07	+.22
GWYNNS FALLS	3	89.4	3.18	2.90	+.28	2.90	2.92	-.02	3.46	3.31	+.15	3.10	3.07	+.03
	5	92.0	4.91	4.54	+.37	4.92	4.64	+.28	5.40	4.83	+.57	4.86	4.89	-.03
HAMILTON	3	96.5	3.49	3.32	+.17	3.58	3.36	+.22	4.11	3.73	+.38	3.73	3.45	+.28
	5	101.7	5.18	5.24	-.06	5.33	5.32	+.01	5.76	5.53	+.23	5.48	5.57	-.09
HAMPDEN	3	91.3	3.29	2.95	+.34	3.08	2.99	+.09	3.70	3.38	+.32	3.47	3.15	+.32
	5	99.1	4.83	4.90	-.07	5.11	5.02	+.09	5.29	5.32	-.03	5.39	5.35	+.04
HAMPSTEAD HILL	3	89.3	2.82	2.78	+.04	3.06	2.82	+.24	3.24	3.22	+.02	3.17	3.03	+.14
	5	102.5	4.55	5.03	-.48	4.94	5.15	-.21	5.35	5.56	-.21	5.16	5.57	-.39
HARLEM PARK	3	85.2	2.44	2.54	-.10	2.46	2.58	-.12	2.88	3.00	-.12	2.87	2.81	+.06
	5	85.4	3.50	3.82	-.32	3.97	3.98	-.01	4.63	4.32	+.31	4.33	4.37	-.04
HAZELWOOD	3	97.0	3.55	3.34	+.21	3.42	3.39	+.03	4.06	3.75	+.31	3.77	3.47	+.30
	5	104.0	5.27	5.39	-.12	5.39	5.47	-.08	5.80	5.70	+.10	5.58	5.73	-.15
HIGHLANDTOWN #215	3	91.1	3.25	2.90	+.35	3.15	2.94	+.21	3.98	3.33	+.65 *	3.39	3.13	+.26
	5	92.9	4.51	4.44	+.07	4.33	4.53	-.20	4.65	4.93	-.28	4.65	4.96	-.31
HIGHLANDTOWN #237	3	97.7	3.43	3.27	+.16	2.73	3.35	-.62 *	3.50	3.73	-.23	3.07	3.47	-.40
	5	100.7	4.93	4.93	+.00	5.04	5.05	-.01	6.67	5.45	+1.22 *	5.77	5.46	+.31
HILTON	3	95.3	3.38	3.28	+.10	3.51	3.32	+.19	4.18	3.68	+.50	3.47	3.39	+.08
	5	97.6	5.17	5.00	+.17	5.06	5.09	-.03	5.67	5.22	+.45	5.31	5.28	+.03
HOLABIRD	3	95.0	2.89	3.14	-.25	2.97	3.20	-.23	3.69	3.58	+.11	3.20	3.33	-.13
	5	92.8	4.70	4.44	+.26	4.70	4.55	+.15	5.05	4.90	+.15	5.08	4.94	+.14

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
GEORGE WASHINGTON	3	90.3	2.50	2.92	-.42	2.38	2.96	-.58 *	2.89	3.35	-.46	2.74	3.10	-.36
	5	86.0	3.85	3.96	-.11	3.87	4.11	-.24	4.49	4.36	+.13	4.68	4.42	+.26
GILMOR	3	83.4	2.04	2.48	-.44	2.32	2.50	-.18	2.56	2.92	-.36	2.45	2.72	-.27
	5	85.7	3.39	3.94	-.55	3.78	4.08	-.30	4.11	4.34	-.23	4.16	4.40	-.24
GLENMOUNT	3	102.8	3.81	3.72	+.09	3.89	3.79	+.10	4.45	4.12	+.33	4.11	3.79	+.32
	5	103.4	5.78	5.46	+.32	5.62	5.51	+.11	6.38	5.68	+.70 *	6.02	5.71	+.31
GOVANS	3	95.9	3.37	3.28	+.09	3.26	3.33	-.07	3.75	3.69	+.06	3.53	3.41	+.12
	5	95.7	4.79	4.80	-.01	4.77	4.89	-.12	5.13	5.09	+.04	5.13	5.14	-.01
GRACELAND PARK ODONNELL	3	91.4	2.96	2.99	-.03	2.73	3.03	-.30	3.39	3.42	-.03	3.05	3.16	-.11
	5	88.1	4.44	4.14	+.30	4.62	4.28	+.34	5.06	4.52	+.54	5.12	4.58	+.54
GROVE PARK	3	95.6	3.45	3.26	+.19	3.26	3.31	-.05	3.93	3.68	+.25	3.39	3.39	+.00
	5	82.8	4.52	3.69	+.83 *	4.55	3.85	+.70 *	5.12	4.12	+1.00 *	4.90	4.18	+.72 *
GUILFORD	3	83.0	2.69	2.45	+.24	2.73	2.47	+.26	3.34	2.89	+.45	2.73	2.70	+.03
	5	85.2	4.76	3.89	+.87 *	4.53	4.04	+.49	4.43	4.30	+.13	4.52	4.36	+.16
GUILFORD AVENUE	3	94.3	3.67	3.18	+.49	2.82	3.22	-.40	3.73	3.60	+.13	3.37	3.32	+.05
	5	95.8	4.41	4.81	-.40	4.41	4.90	-.49	5.16	5.10	+.06	5.29	5.15	+.14
GWYNNS FALLS	3	89.4	3.18	2.86	+.32	2.90	2.90	+.00	3.46	3.29	+.17	3.10	3.05	+.05
	5	92.0	4.91	4.48	+.43	4.92	4.59	+.33	5.40	4.81	+.59	4.86	4.87	-.01
HAMILTON	3	96.5	3.49	3.32	+.17	3.58	3.37	+.21	4.11	3.73	+.38	3.73	3.44	+.29
	5	101.7	5.18	5.31	-.13	5.33	5.38	-.05	5.76	5.55	+.21	5.48	5.59	-.11
HAMPDEN	3	91.3	3.29	2.98	+.31	3.08	3.02	+.06	3.70	3.41	+.29	3.47	3.16	+.31
	5	99.1	4.83	5.09	-.26	5.11	5.17	-.06	5.29	5.35	-.06	5.39	5.39	+.00
HAMPSTEAD HILL	3	89.3	2.82	2.86	-.04	3.06	2.89	+.17	3.24	3.28	-.04	3.17	3.05	+.12
	5	102.5	4.55	5.38	-.83 *	4.94	5.44	-.50	5.35	5.61	-.26	5.18	5.65	-.47
HARLEM PARK	3	85.2	2.44	2.59	-.15	2.46	2.62	-.16	2.88	3.03	-.15	2.87	2.82	+.05
	5	85.4	3.50	3.91	-.41	3.97	4.06	-.09	4.63	4.31	+.32	4.33	4.38	-.05
HAZELWOOD	3	97.0	3.55	3.35	+.20	3.42	3.40	+.02	4.06	3.76	+.30	3.77	3.47	+.30
	5	104.0	5.27	5.51	-.24	5.39	5.56	-.17	5.80	5.72	+.08	5.58	5.76	-.18
HIGHLANDTOWN #215	3	91.1	3.25	2.97	+.28	3.15	3.01	+.14	3.98	3.40	+.58	3.39	3.14	+.25
	5	92.9	4.51	4.56	-.05	4.33	4.67	-.34	4.65	4.88	-.23	4.65	4.93	-.28
HIGHLANDTOWN #237	3	97.7	3.43	3.39	+.04	2.73	3.45	-.72 *	3.50	3.81	-.31	3.07	3.51	-.44 *
	5	100.7	4.93	5.23	-.30	5.04	5.29	-.25	6.67	5.47	+1.20 *	5.77	5.51	+.26
HILTON	3	95.3	3.38	3.24	+.14	3.51	3.29	+.22	4.18	3.66	+.52	3.47	3.37	+.10
	5	97.6	5.17	4.96	+.21	5.06	5.04	+.02	5.67	5.24	+.43	5.31	5.28	+.03
HOLABIRD	3	95.0	2.89	3.22	-.33	2.97	3.27	-.30	3.69	3.64	+.05	3.20	3.36	-.16
	5	92.8	4.70	4.55	+.15	4.70	4.66	+.04	5.05	4.87	+.18	5.08	4.93	+.15

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
HOWARD PARK	K-6	875	28.2	94.4	29.0	2.0	10.4	30.5	12.9	7.9	12.1	10457.0
IRVINGTON	K-6	527	25.1	94.1	20.0	1.0	10.4	30.0	28.6	11.7	10.4	9061.0
JACKIE ROBINSON	K-5	340	24.9	92.3	13.0	1.0	14.3	34.0	28.6	38.5	9.4	6899.0
JAMES MCHENRY	PRE K-6	548	22.8	90.2	23.0	1.0	10.9	38.0	29.2	42.1	8.1	5551.0
JAMES MONROE	K-6	768	23.3	89.0	31.0	2.0	10.9	29.9	15.1	34.5	8.5	6684.0
JAMES MOSHER	K-6	760	29.2	94.9	24.0	2.0	13.0	30.7	15.4	16.5	10.9	8892.0
JOHN EAGER HOWARD	K-6	1171	26.0	89.3	44.0	1.0	10.7	15.0	7.8	30.7	10.0	6396.0
JOHN H MURPHY	K-6	252	18.0	92.7	13.0	1.0	12.2	24.0	28.6	47.6	8.9	5448.0
JOHN RUHRAH	K-6	520	23.6	93.8	21.0	1.0	8.2	22.0	13.6	9.7	8.7	9846.0
JOHNSTON SQUARE	K-6	1112	28.5	89.3	37.0	2.0	8.4	25.0	12.8	46.5	8.9	5267.0
J H LOCKERMAN	PRE K-6	509	25.5	93.2	19.0	1.0	8.1	30.0	10.0	42.4	8.6	5853.0
LAFAYETTE	K-6	779	24.3	93.0	30.0	2.0	15.6	29.3	28.1	24.4	10.2	8270.0
LAKELAND	K-6	880	25.9	94.6	32.0	2.0	6.6	25.7	14.7	7.8	10.0	9015.0
LEITH WALK	PRE K-6	1242	31.8	95.9	38.0	1.0	10.0	17.0	12.8	3.6	12.2	11530.0
LEXINGTON TERRACE	K-6	1023	24.3	88.6	39.0	3.0	13.3	23.2	16.7	54.6	8.6	3558.0
LIBERTY	K-6	1010	25.3	92.8	38.0	2.0	8.7	25.3	17.5	11.7	11.8	9965.0
LYNDHURST	K-6	1173	27.3	94.2	42.0	1.0	10.0	27.0	16.3	9.3	11.1	9539.0
MADISON SQUARE	PRE K-6	725	25.0	92.2	28.0	1.0	10.3	12.0	20.7	48.4	8.9	5517.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
HOWARD PARK	3	91.2	2.92	3.05	-.13	3.04	3.07	-.03	3.51	3.44	+.07	3.24	3.18	+.06
	5	91.4	4.11	4.61	-.50	4.44	4.68	-.24	4.83	4.81	+.02	4.93	4.87	+.06
IRVINGTON	3	91.8	2.99	3.01	-.02	2.87	3.05	-.18	3.52	3.43	+.09	3.10	3.19	-.09
	5	90.6	4.44	4.40	+.04	4.09	4.50	-.41	4.92	4.74	+.18	4.84	4.79	+.05
JACKIE ROBINSON	3	83.9	2.52	2.51	+.01	2.65	2.52	+.13	2.81	2.93	-.12	2.69	2.76	-.07
	5	88.8	3.75	4.14	-.39	4.11	4.27	-.16	4.24	4.58	-.34	4.32	4.63	-.31
JAMES MCHENRY	3	85.1	3.17	2.52	+.65 *	2.97	2.55	+.42	3.57	2.97	+.60	3.11	2.80	+.31
	5	89.5	3.04	4.06	-1.02 *	3.45	4.22	-.77 *	3.97	4.61	-.64	4.56	4.65	-.09
JAMES MONROE	3	83.7	2.25	2.46	-.21	2.51	2.47	+.04	2.86	2.89	-.03	2.68	2.74	-.06
	5	81.4	3.24	3.59	-.35	3.57	3.71	-.14	4.00	4.09	-.09	4.19	4.14	+.05
JAMES MOSHER	3	92.0	2.65	3.04	-.39	2.77	3.08	-.31	3.45	3.46	-.01	3.03	3.20	-.17
	5	95.7	4.94	4.76	+.18	4.58	4.87	-.29	5.29	5.07	+.22	5.06	5.12	-.06
JOHN EAGER HOWARD	3	82.4	2.62	2.44	+.18	2.68	2.45	+.23	3.21	2.86	+.35	2.89	2.68	+.21
	5	84.2	3.89	3.86	+.03	3.89	4.00	-.11	4.12	4.24	-.12	4.14	4.31	-.17
JOHN H MURPHY	3	86.9	2.16	2.65	-.49	2.46	2.69	-.23	2.83	3.10	-.27	2.76	2.90	-.14
	5	82.7	3.53	3.66	-.13	3.68	3.81	-.13	3.79	4.13	-.34	3.96	4.19	-.23
JOHN RUHRAH	3	90.3	2.66	2.87	-.21	2.82	2.89	-.07	3.43	3.29	+.14	3.22	3.10	+.12
	5	95.8	4.69	4.66	+.03	4.95	4.75	+.20	5.35	5.14	+.21	5.57	5.16	+.41
JOHNSTON SQUARE	3	91.2	3.59	2.89	+.70 *	2.86	2.96	-.10	3.49	3.36	+.13	3.05	3.11	-.06
	5	83.7	3.59	3.72	-.13	3.94	3.87	+.07	4.59	4.20	+.39	4.41	4.25	+.16
J H LOCKERMAN	3	86.3	2.60	2.62	-.02	2.58	2.65	-.07	3.25	3.07	+.18	2.85	2.87	-.02
	5	94.1	4.69	4.40	+.29	4.95	4.56	+.39	5.49	4.92	+.57	4.69	4.95	-.26
LAFAYETTE	3	90.4	2.85	2.92	-.07	2.74	2.95	-.21	3.56	3.34	+.22	3.09	3.11	-.02
	5	89.4	4.85	4.28	+.57	5.12	4.39	+.73 *	5.84	4.64	+1.20 *	5.51	4.70	+.81 *
LAKELAND	3	95.7	3.19	3.22	-.03	3.19	3.28	-.09	3.89	3.65	+.24	3.20	3.38	-.18
LEITH WALK	3	99.7	3.66	3.55	+.11	3.72	3.60	+.12	4.25	3.95	+.30	3.82	3.62	+.20
	5	104.0	5.77	5.48	+.29	5.68	5.56	+.12	6.30	5.69	+.61	6.07	5.73	+.34
LEXINGTON TERRACE	3	88.0	2.95	2.68	+.27	2.94	2.75	+.19	3.64	3.16	+.48	3.04	2.93	+.11
	5	87.6	3.61	3.89	-.28	3.81	4.09	-.28	4.51	4.42	+.09	4.27	4.47	-.20
LIBERTY	3	90.2	2.56	2.98	-.42	2.56	2.99	-.43	3.30	3.37	-.07	2.89	3.12	-.23
	5	91.5	4.34	4.58	-.24	4.15	4.66	-.51	4.86	4.81	+.05	4.57	4.87	-.30
LYNDHURST	3	87.9	2.62	2.82	-.20	2.74	2.82	-.08	3.40	3.22	+.18	3.15	3.00	+.15
	5	88.4	4.57	4.31	+.26	4.59	4.40	+.19	5.42	4.60	+.82 *	5.10	4.66	+.44
MADISON SQUARE	3	82.3	2.20	2.39	-.19	2.39	2.40	-.01	2.72	2.83	-.11	2.63	2.66	-.03
	5	91.4	3.73	4.23	-.50	3.90	4.40	-.50	4.79	4.72	+.07	4.38	4.77	-.39

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
HOWARD PARK	3	91.2	2.92	2.98	-.06	3.04	3.02	+.02	3.51	3.40	+.11	3.24	3.15	+.09
	5	91.4	4.11	4.43	-.32	4.44	4.54	-.10	4.83	4.77	+.06	4.93	4.82	+.11
IRVINGTON	3	91.8	2.99	3.02	-.03	2.87	3.06	-.19	3.52	3.44	+.08	3.10	3.18	-.08
	5	90.6	4.44	4.36	+.08	4.09	4.48	-.39	4.92	4.71	+.21	4.84	4.76	+.08
JACKIE ROBINSON	3	83.9	2.52	2.51	+.01	2.65	2.53	+.12	2.81	2.95	-.14	2.69	2.75	-.06
	5	88.8	3.75	4.20	-.45	4.11	4.33	-.22	4.24	4.57	-.33	4.32	4.63	-.31
JAMES MCHENRY	3	85.1	3.17	2.59	+.58 *	2.97	2.61	+.36	3.57	3.02	+.55	3.11	2.82	+.29
	5	89.5	3.04	4.26	-1.22 *	3.45	4.39	-.94 *	3.97	4.62	-.65	4.56	4.68	-.12
JAMES MONROE	3	83.7	2.25	2.50	-.25	2.51	2.52	-.01	2.86	2.94	-.08	2.68	2.74	-.06
	5	81.4	3.24	3.57	-.33	3.57	3.74	-.17	4.00	4.01	-.01	4.19	4.08	+.11
JAMES MOSHER	3	92.0	2.65	3.03	-.38	2.77	3.07	-.30	3.45	3.45	+.00	3.03	3.19	-.16
	5	95.7	4.94	4.80	+.14	4.58	4.89	-.31	5.29	5.09	+.20	5.06	5.14	-.08
JOHN EAGER HOWARD	3	82.4	2.62	2.41	+.21	2.68	2.43	+.25	3.21	2.86	+.35	2.89	2.67	+.22
	5	84.2	3.89	3.81	+.08	3.89	3.96	-.07	4.12	4.22	-.10	4.14	4.29	-.15
JOHN H MURPHY	3	86.9	2.16	2.70	-.54	2.46	2.73	-.27	2.83	3.14	-.31	2.76	2.92	-.16
	5	82.7	3.53	3.68	-.15	3.68	3.84	-.16	3.79	4.11	-.32	3.96	4.17	-.21
JOHN RUHRAH	3	90.3	2.66	2.92	-.26	2.82	2.96	-.14	3.43	3.35	+.08	3.22	3.10	+.12
	5	95.8	4.69	4.81	-.12	4.95	4.90	+.05	5.35	5.10	+.25	5.57	5.15	+.42
JOHNSTON SQUARE	3	91.2	3.59	2.98	+.61 *	2.86	3.02	-.16	3.49	3.40	+.09	3.05	3.15	-.10
	5	83.7	3.59	3.76	-.17	3.94	3.92	+.02	4.59	4.18	+.41	4.41	4.25	+.16
J H LOCKERMAN	3	86.5	2.60	2.68	-.08	2.58	2.70	-.12	3.25	3.11	+.14	2.85	2.89	-.04
	5	94.1	4.69	4.66	+.03	4.95	4.76	+.19	5.49	4.97	+.52	4.69	5.02	-.33
LAFAYETTE	3	90.4	2.85	2.93	-.08	2.74	2.96	-.22	3.56	3.35	+.21	3.09	3.11	-.02
	5	89.4	4.85	4.25	+.60	5.12	4.38	+.74 *	5.84	4.62	+1.22 *	5.51	4.67	+.84 *
LAKELAND	3	95.7	3.19	3.27	-.08	3.19	3.31	-.12	3.89	3.68	+.21	3.20	3.40	-.20
LEITH WALK	3	99.7	3.66	3.52	+.14	3.72	3.58	+.14	4.25	3.93	+.32	3.82	3.62	+.20
	5	104.0	5.77	5.51	+.26	5.68	5.56	+.12	6.30	5.72	+.58	6.07	5.76	+.31
LEXINGTON TERRACE	3	88.0	2.95	2.77	+.18	2.94	2.80	+.14	3.64	3.20	+.44	3.04	2.98	+.06
	5	87.6	3.61	4.10	-.49	3.81	4.24	-.43	4.51	4.48	+.03	4.27	4.54	-.27
LIBERTY	3	90.2	2.56	2.91	-.35	2.56	2.95	-.39	3.30	3.34	-.04	2.89	3.10	-.21
	5	91.5	4.34	4.44	-.10	4.15	4.55	-.40	4.86	4.78	+.08	4.57	4.83	-.26
LYNDHURST	3	87.9	2.62	2.77	-.15	2.74	2.80	-.06	3.40	3.20	+.20	3.15	2.97	+.18
	5	88.4	4.57	4.17	+.40	4.59	4.30	+.29	5.42	4.54	+.88 *	5.10	4.60	+.50
MADISON SQUARE	3	82.3	2.20	2.41	-.21	2.39	2.42	-.03	2.72	2.85	-.13	2.63	2.66	-.03
	5	91.4	3.73	4.43	-.70	3.90	4.54	-.64 *	4.79	4.77	+.02	4.38	4.82	-.44

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
MALCOLM X ELEM	PRE K-6	649	29.5	91.2	21.0	1.0	11.2	28.0	13.6	20.9	10.5	8605.0
MARGARET BRENT	K-6	784	24.9	88.8	29.5	2.0	11.1	28.5	28.6	29.3	10.0	7[illegible]35.0
MARY E RODMAN	K-6	1094	26.7	94.2	39.0	2.0	11.3	24.5	26.8	10.6	10.8	9329.0
MATTHEW A HENSON	K-6	908	27.5	93.2	31.0	2.0	14.1	29.0	24.2	35.7	9.7	7220.0
MEDFIELD HEIGHTS	K-6	475	26.4	94.9	17.0	1.0	10.0	36.0	27.8	8.5	11.7	11017.0
MONTEBELLO	PRE K-6	1062	27.9	92.7	36.0	2.0	6.5	23.3	15.8	14.5	10.8	10062.0
MORDECAI GIST	K-6	688	22.5	92.2	29.5	1.0	10.1	22.0	13.1	11.7	11.8	9726.0
MORRELL	K-6	525	23.5	92.2	21.3	1.0	7.3	27.0	12.5	11.3	9.1	9530.0
MT ROYAL	PRE K-6	560	18.7	93.5	28.0	2.0	10.8	24.1	20.0	26.8	11.9	8079.0
MT WASHINGTON	K-5	428	23.8	94.3	17.0	1.0	15.8	26.0	27.8	7.1	12.7	16613.0
MT WINANS	K-6	329	28.6	89.1	10.5	1.0	10.4	27.0	13.0	59.8	9.4	3894.0
NORTHWOOD	K-6	1231	30.8	94.5	38.0	2.0	7.9	23.0	15.0	5.4	12.2	11974.0
OLIVER CROMWELL	PRE K-6	796	24.1	91.0	31.0	2.0	9.2	24.0	18.2	33.1	9.3	6792.0
OLIVER H PERRY	K-6	427	21.3	88.2	19.0	1.0	9.4	23.5	15.0	23.7	8.4	7754.0
PATAPSCO	K-6	715	25.5	91.6	26.0	2.0	11.6	14.5	25.0	47.9	9.4	4350.0
PATRICK HENRY	K-6	297	24.7	91.4	11.0	1.0	11.8	29.0	8.3	30.1	9.4	7844.0
PIMLICO	K-6	1845	29.4	89.0	59.8	3.0	9.1	28.3	22.8	17.3	10.6	8386.0
RAGNEL HEIGHTS	K-6	766	24.7	93.7	29.0	2.0	8.5	35.9	12.9	6.4	11.2	10140.0

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‡ SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
MALCOLM X ELEM	3	86.1	2.59	2.69	-.10	2.67	2.69	-.02	3.07	3.10	-.03	2.82	2.89	-.07
MARGARET BRENT	3	90.4	2.40	2.90	-.50	2.73	2.94	-.21	3.09	3.34	-.25	2.93	3.10	-.17
	5	86.7	4.40	4.06	+.34	4.25	4.18	+.07	4.56	4.44	+.12	4.72	4.50	+.22
MARY E RODMAN	3	88.8	2.38	2.86	-.48	2.63	2.87	-.24	3.25	3.26	-.01	2.84	3.04	-.20
	5	90.7	4.26	4.44	-.18	4.27	4.53	-.26	4.84	4.75	+.09	4.62	4.80	-.18
MATTHEW A HENSON	3	88.6	2.62	2.79	-.17	2.82	2.82	+.00	3.17	3.22	-.05	2.91	3.00	-.09
	5	86.8	4.14	4.04	+.10	4.22	4.16	+.06	4.48	4.45	+.03	4.32	4.50	-.18
MEDFIELD HEIGHTS	3	98.5	3.40	3.45	-.05	3.53	3.51	+.02	4.05	3.86	+.19	3.74	3.55	+.19
	5	102.2	5.22	5.31	-.09	5.18	5.39	-.21	5.66	5.56	+.10	5.58	5.60	-.02
MONTEBELLO	3	85.7	2.43	2.69	-.26	2.40	2.68	-.28	3.16	3.07	+.09	2.76	2.89	-.13
	5	86.1	3.90	4.16	-.26	3.98	4.23	-.25	4.64	4.46	+.18	4.52	4.52	+.00
MORDECAI GIST	3	85.5	2.50	2.71	-.21	2.58	2.70	-.12	2.98	3.10	-.12	2.87	2.88	-.01
	5	91.5	4.33	4.57	-.24	4.44	4.66	-.22	4.76	4.80	-.04	4.76	4.86	-.10
MORRELL	3	98.4	3.15	3.34	-.19	3.11	3.42	-.31	3.92	3.79	+.13	3.36	3.51	-.15
	5	96.1	4.65	4.70	-.05	4.58	4.79	-.21	4.98	5.15	-.17	5.13	5.17	-.04
MT ROYAL	3	98.9	3.48	3.46	+.02	3.62	3.54	+.08	4.15	3.90	+.25	3.60	3.55	+.05
	5	96.8	4.83	4.86	-.03	4.86	4.99	-.13	5.72	5.11	+.61	5.17	5.17	+.00
MT WASHINGTON	3	111.9	4.59	4.30	+.29	4.87	4.38	+.49	5.16	4.68	+.48	4.73	4.29	+.44 *
	5	111.2	6.07	6.17	-.10	5.99	6.16	-.17	6.32	6.30	+.02	6.20	6.33	-.13
MT WINANS	3	90.1	2.59	2.83	-.24	2.62	2.91	-.29	2.85	3.31	-.46	2.75	3.05	-.30
	5	77.9	3.40	3.31	+.09	3.55	3.49	+.06	3.61	3.76	-.15	3.86	3.83	+.03
NORTHWOOD	3	93.3	3.15	3.17	-.04	3.13	3.20	-.07	3.84	3.57	+.27	3.55	3.30	+.25
	5	95.5	4.37	4.94	-.57	4.60	4.99	-.39	4.88	5.13	-.25	4.99	5.18	-.19
OLIVER CROMWELL	3	87.0	2.58	2.68	-.10	2.69	2.71	-.02	3.13	3.12	+.01	2.98	2.91	+.07
	5	85.3	3.69	3.90	-.21	3.91	4.03	-.12	4.20	4.34	-.14	4.13	4.39	-.26
OLIVER H PERRY	3	87.5	2.85	2.68	+.17	2.50	2.71	-.21	3.08	3.12	-.04	2.96	2.94	+.02
	5	93.6	4.34	4.43	-.09	4.60	4.55	+.05	4.83	4.94	-.11	5.02	4.97	+.05
PATAPSCO	3	83.5	2.24	2.46	-.22	2.57	2.49	+.08	2.98	2.92	+.06	2.83	2.72	+.11
	5	87.5	3.52	3.97	-.45	3.83	4.15	-.32	4.20	4.42	-.22	4.25	4.48	-.23
PATRICK HENRY	3	91.1	2.44	2.92	-.48	2.51	2.97	-.46	2.90	3.36	-.46	2.79	3.13	-.34
PIMLICO	3	84.4	2.55	2.59	-.04	2.75	2.59	+.16	3.29	2.99	+.30	3.02	2.81	+.21
	5	86.5	3.88	4.12	-.24	4.05	4.22	-.17	4.40	4.44	-.04	4.50	4.51	-.01
RAGNEL HEIGHTS	3	91.3	3.02	3.02	+.00	2.86	3.04	-.18	3.49	3.42	+.07	3.04	3.18	-.14
	5	83.9	3.46	4.05	-.59	3.83	4.11	-.28	4.28	4.31	-.03	4.31	4.38	-.07

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

BALTIMORE CITY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
MALCOLM X ELEM	3	86.1	2.59	2.65	-.06	2.67	2.68	-.01	3.07	3.09	-.02	2.82	2.87	-.05
MARGARET BRENT	3	90.4	2.40	2.93	-.53	2.73	2.96	-.23	3.09	3.35	-.26	2.93	3.11	-.18
	5	86.7	4.40	4.02	+.38	4.25	4.16	+.09	4.56	4.41	+.15	4.72	4.47	+.25
MARY E RODMAN	3	88.8	2.38	2.82	-.44	2.63	2.86	-.23	3.25	3.25	+.00	2.84	3.02	-.18
	5	90.7	4.26	4.37	-.11	4.27	4.49	-.22	4.84	4.71	+.13	4.62	4.77	-.15
MATTHEW A HENSON	3	88.6	2.62	2.81	-.19	2.82	2.84	-.02	3.17	3.24	-.07	2.91	3.01	-.10
	5	86.8	4.14	4.03	+.11	4.22	4.17	+.05	4.48	4.42	+.06	4.32	4.48	-.16
MEDFIELD HEIGHTS	3	90.5	3.40	3.45	-.05	3.53	3.50	+.03	4.05	3.86	+.19	3.74	3.55	+.19
	5	102.2	5.22	5.36	-.14	5.18	5.42	-.24	5.66	5.59	+.07	5.58	5.62	-.04
MONTEBELLO	3	85.7	2.43	2.62	-.19	2.40	2.65	-.25	3.16	3.06	+.10	2.76	2.85	-.09
	5	86.1	3.90	3.97	-.07	3.98	4.12	-.14	4.64	4.37	+.27	4.52	4.43	+.09
MORDECAI GIST	3	85.5	2.50	2.61	-.11	2.58	2.64	-.06	2.98	3.05	-.07	2.87	2.84	+.03
	5	91.5	4.33	4.44	-.11	4.44	4.55	-.11	4.76	4.78	-.02	4.76	4.83	-.07
MORRELL	3	98.4	3.15	3.44	-.29	3.11	3.49	-.38	3.92	3.85	+.07	3.36	3.54	-.18
	5	96.1	4.65	4.83	-.18	4.58	4.92	-.34	4.98	5.12	-.14	5.13	5.17	-.04
MT ROYAL	3	98.9	3.48	3.47	+.01	3.62	3.53	+.09	4.15	3.88	+.27	3.60	3.57	+.03
	5	96.8	4.83	4.89	-.06	4.86	4.98	-.12	5.72	5.18	+.54	5.17	5.22	-.05
MT WASHINGTON	3	111.9	4.59	4.31	+.28	4.87	4.39	+.48	5.16	4.69	+.47	4.73	4.28	+.45 *
	5	111.2	6.07	6.13	-.06	5.99	6.14	-.15	6.32	6.27	+.05	6.20	6.29	-.09
MT WINANS	3	90.1	2.59	2.91	-.32	2.62	2.94	-.32	2.85	3.33	-.48	2.75	3.09	-.34
	5	77.9	3.40	3.27	+.13	3.35	3.45	+.10	3.61	3.74	-.13	3.86	3.82	+.04
NORTHWOOD	3	93.3	3.15	3.11	+.04	3.13	3.16	-.03	3.84	3.53	+.31	3.55	3.27	+.28
	5	95.5	4.37	4.78	-.41	4.60	4.87	-.27	4.88	5.08	-.20	4.99	5.13	-.14
OLIVER CROMWELL	3	87.0	2.58	2.71	-.13	2.69	2.74	-.05	3.13	3.14	-.01	2.98	2.92	+.06
	5	85.3	3.69	3.90	-.21	3.91	4.05	-.14	4.20	4.30	-.10	4.13	4.37	-.24
OLIVER H PERRY	3	87.5	2.85	2.74	+.11	2.50	2.77	-.27	3.08	3.17	-.09	2.96	2.95	+.01
	5	93.6	4.34	4.62	-.28	4.60	4.72	-.12	4.83	4.93	-.10	5.02	4.98	+.04
PATAPSCO	3	83.5	2.24	2.48	-.24	2.57	2.50	+.07	2.98	2.92	+.06	2.83	2.73	+.10
	5	87.5	3.52	4.09	-.57	3.83	4.23	-.40	4.20	4.47	-.27	4.25	4.53	-.28
PATRICK HENRY	3	91.1	2.44	2.97	-.53	2.51	3.01	-.50	2.90	3.40	-.50	2.79	3.14	-.35
PIMLICO	3	84.4	2.55	2.54	+.01	2.75	2.56	+.19	3.29	2.98	+.31	3.02	2.78	+.24
	5	86.5	3.88	4.01	-.13	4.05	4.15	-.10	4.40	4.40	+.00	4.50	4.46	+.04
RAGNEL HEIGHTS	3	91.3	3.02	2.98	+.04	2.86	3.02	-.16	3.49	3.41	+.08	3.04	3.16	-.12
	5	83.9	3.46	3.78	-.32	3.83	3.94	-.11	4.28	4.20	+.08	4.31	4.26	+.05

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ROBERT FULTON	K-4	501	27.8	89.8	17.0	1.0	12.5	25.0	11.1	33.5	9.1	6458.0
ROBERT W COLEMAN	K-6	522	21.7	92.0	23.0	1.0	14.4	33.0	16.7	33.6	9.8	6937.0
ROSEMONT	PRE K-6	718	26.6	92.3	26.0	1.0	9.5	27.0	11.1	22.0	9.8	8399.0
RUTLAND	K-6	842	22.1	91.9	36.0	2.0	10.1	24.0	15.8	38.0	9.4	6604.0
S COLERIDGE TAYLOR	PRE K-6	751	21.1	91.7	33.5	2.0	13.9	27.5	11.3	56.3	8.5	4170.0
SAMUEL F B MORSE	K-6	772	24.9	88.9	29.0	2.0	9.7	27.0	12.9	26.0	8.2	7170.0
SARA M ROACH	K-6	552	26.3	94.0	20.0	1.0	13.9	38.8	9.5	13.4	10.3	9383.0
SINCLAIR LANE	K-6	812	25.4	92.6	30.0	2.0	12.2	26.3	9.4	16.6	10.1	9752.0
SIR ROBERT EDEN	PRE K-6	512	23.3	91.0	21.0	1.0	9.8	36.0	31.8	47.1	8.9	5896.0
SPRINGHILL	PRE K-5	800	25.0	92.2	30.0	2.0	8.0	29.0	15.6	25.1	10.2	8054.0
ST HELENA	K-6	70	23.3	94.6	3.0	0.0	9.9	0.0	0.0	46.0	8.9	6352.0
STEUART HILL	PRE K-6	834	26.9	86.3	29.0	2.0	8.5	25.5	22.6	34.3	8.3	6202.0
TENCH TILGHMAN	K-6	798	26.6	90.8	28.0	2.0	5.8	11.5	20.0	25.9	8.4	6942.0
THOMAS G HAYES	K-6	709	19.7	92.6	33.0	3.0	12.6	32.8	22.2	51.9	8.8	3932.0
THOMAS JEFFERSON	K-6	505	33.7	96.5	14.0	1.0	12.7	25.0	26.7	4.1	12.1	11684.0
THOMAS JOHNSON	K-6	929	24.8	92.0	35.5	2.0	8.4	28.5	18.7	14.9	8.6	8598.0
VICTORY	PRE K-6	367	16.3	91.4	21.5	1.0	5.1	23.0	11.1	48.6	9.8	2703.0
VIOLETVILLE	K-6	493	32.9	93.4	14.0	1.0	10.5	14.8	13.3	5.6	9.5	10193.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(ROBERT FULTON - VIOLETVILLE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROBERT FULTON	3	88.3	2.47	2.74	-.27	2.40	2.78	-.38	3.03	3.19	-.16	2.92	2.98	-.06
	5	86.9	2.81	3.98	-1.17 *	3.51	4.12	-.61 *	3.95	4.44	-.49	4.16	4.49	-.33
ROBERT W COLEMAN	3	88.1	2.48	2.76	-.28	2.46	2.79	-.33	2.78	3.20	-.42	2.76	2.98	-.22
	5	87.6	3.66	4.09	-.43	3.73	4.22	-.49	4.27	4.49	-.22	4.35	4.55	-.20
ROSEMONT	3	87.7	2.67	2.75	-.08	2.53	2.77	-.24	3.40	3.17	+.23	2.79	2.97	-.18
	5	87.4	4.07	4.13	-.06	4.28	4.23	+.05	4.58	4.52	+.06	4.61	4.57	+.04
RUTLAND	3	86.0	2.24	2.62	-.38	2.44	2.65	-.21	2.92	3.06	-.14	2.73	2.86	-.13
	5	85.1	3.60	3.89	-.29	3.81	4.02	-.21	3.96	4.32	-.36	4.36	4.38	-.02
S COLERIDGE TAYLOR	3	91.6	2.74	2.89	-.15	3.21	2.97	+.24	3.36	3.37	-.01	2.98	3.12	-.14
	5	86.1	5.10	3.81	+1.29 *	4.95	3.99	+.96 *	5.45	4.33	+1.12 *	4.85	4.39	+.46
SAMUEL F B MORSE	3	92.7	2.66	2.97	-.31	2.86	3.03	-.17	3.41	3.42	-.01	3.06	3.20	-.14
	5	93.5	4.27	4.39	-.12	4.17	4.52	-.35	4.56	4.92	-.36	4.90	4.95	-.05
SARA M ROACH	3	91.0	2.43	2.97	-.54 *	2.66	2.99	-.33	3.01	3.38	-.37	2.72	3.15	-.43
	5	85.6	4.50	4.08	+.42	4.47	4.16	+.31	4.86	4.41	+.45	4.71	4.47	+.24
SINCLAIR LANE	3	95.9	3.10	3.24	-.14	3.29	3.29	+.00	3.58	3.66	-.08	3.57	3.40	+.17
	5	97.2	5.07	4.84	+.23	5.09	4.93	+.16	5.48	5.21	+.27	5.45	5.25	+.20
SIR ROBERT EDEN	3	76.7	1.79	2.07	-.28	1.62	2.05	-.43	2.19	2.49	-.30	2.33	2.38	-.05
	5	80.4	3.81	3.53	+.28	3.92	3.66	+.26	4.41	3.99	+.42	4.40	4.05	+.35
SPRINGHILL	3	85.3	2.34	2.63	-.29	2.40	2.63	-.23	2.90	3.04	-.14	2.71	2.85	-.14
ST HELENA	3	85.6	3.04	2.58	+.46	2.93	2.61	+.32	4.24	3.02	+1.22 *	3.55	2.84	+.71 *
	5	96.3	5.23	4.58	+.65	5.16	4.74	+.42	6.45	5.08	+1.37 *	6.48	5.11	+1.37 *
STEUART HILL	3	84.7	2.86	2.51	+.35	2.49	2.53	-.04	2.91	2.95	-.04	3.05	2.78	+.27
	5	81.8	4.06	3.59	+.47	3.85	3.72	+.13	4.21	4.10	+.11	4.59	4.15	+.44
TENCH TILGHMAN	3	83.2	2.27	2.43	-.16	2.42	2.44	-.02	2.64	2.86	-.22	2.85	2.71	+.14
	5	86.5	3.57	3.93	-.36	3.87	4.06	-.19	4.07	4.44	-.37	4.27	4.48	-.21
THOMAS G HAYES	3	86.7	1.90	2.62	-.72 *	2.18	2.67	-.49	2.27	3.09	-.82 *	2.42	2.87	-.45 *
	5	85.7	4.20	3.80	+.40	3.81	3.98	-.17	4.48	4.29	+.19	4.42	4.35	+.07
THOMAS JEFFERSON	3	98.4	3.52	3.47	+.05	3.70	3.52	+.18	4.05	3.87	+.18	3.60	3.56	+.04
	5	96.7	5.05	5.00	+.05	5.00	5.06	-.06	5.54	5.20	+.34	5.16	5.25	-.09
THOMAS JOHNSON	3	92.2	2.94	2.96	-.02	2.93	3.01	-.08	3.43	3.40	+.03	3.29	3.19	+.10
	5	94.0	4.75	4.49	+.26	4.77	4.60	+.17	5.31	4.99	+.32	5.21	5.02	+.19
VICTORY	3	82.8	2.53	2.42	+.11	2.68	2.46	+.22	2.95	2.89	+.06	2.70	2.67	+.03
	5	85.5	3.47	3.80	-.33	3.76	4.01	-.25	4.26	4.23	+.03	4.41	4.30	+.11
VIOLETVILLE	3	97.3	3.21	3.30	-.09	3.09	3.36	-.27	3.81	3.73	+.08	3.41	3.47	-.06
	5	99.3	5.81	4.95	+.86 *	5.58	5.04	+.54	6.26	5.38	+.88 *	5.78	5.40	+.38

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

BALTIMORE CITY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROBERT FULTON	3	88.3	2.47	2.79	-.32	2.40	2.82	-.42	3.03	3.22	-.19	2.92	2.99	-.07
	5	86.9	2.81	4.04	-1.23 *	3.51	4.18	-.67 *	3.95	4.43	-.48	4.16	4.49	-.33
ROBERT W COLEMAN	3	88.1	2.48	2.78	-.30	2.46	2.81	-.35	2.78	3.21	-.43	2.76	2.98	-.22
	5	87.6	3.66	4.10	-.44	3.73	4.24	-.51	4.27	4.48	-.21	4.35	4.54	-.19
ROSEMONT	3	87.7	2.67	2.75	-.08	2.53	2.78	-.25	3.40	3.19	+.21	2.79	2.96	-.17
	5	87.4	4.07	4.08	-.01	4.28	4.22	+.06	4.58	4.46	+.12	4.61	4.52	+.09
RUTLAND	3	86.0	2.24	2.64	-.40	2.44	2.67	-.23	2.92	3.08	-.16	2.73	2.87	-.14
	5	85.1	3.60	3.88	-.28	3.81	4.04	-.23	3.96	4.29	-.33	4.36	4.35	+.01
S COLERIDGE TAYLOR	3	91.6	2.74	3.00	-.26	3.21	3.04	+.17	3.36	3.43	-.07	2.98	3.17	-.19
	5	86.1	5.10	3.97	+1.13 *	4.95	4.12	+.83 *	5.45	4.37	+1.08 *	4.85	4.43	+.42
SAMUEL F B MORSE	3	92.7	2.66	3.07	-.41	2.86	3.12	-.26	3.41	3.50	-.09	3.06	3.23	-.17
	5	93.5	4.27	4.61	-.34	4.17	4.71	-.54	4.56	4.93	-.37	4.90	4.98	-.08
SARA M ROACH	3	91.0	2.43	2.96	-.53	2.66	3.00	-.34	3.01	3.39	-.38	2.72	3.14	-.42
	5	85.6	4.50	3.93	+.57	4.47	4.08	+.39	4.86	4.33	+.53	4.71	4.39	+.32
SINCLAIR LANE	3	95.9	3.10	3.28	-.18	3.29	3.33	-.04	3.58	3.69	-.11	3.57	3.41	+.16
	5	97.2	5.07	4.93	+.14	5.09	5.01	+.08	5.48	5.21	+.27	5.45	5.25	+.20
SIR ROBERT EDEN	3	76.7	1.79	2.05	-.26	1.62	2.05	-.43	2.19	2.50	-.31	2.33	2.36	-.03
	5	80.4	3.81	3.48	+.33	3.92	3.66	+.26	4.41	3.93	+.48	4.40	4.00	+.40
SPRINGHILL	3	85.3	2.34	2.60	-.26	2.40	2.62	-.22	2.90	3.04	-.14	2.71	2.83	-.12
ST HELENA	3	85.6	3.04	2.62	+.42	2.93	2.64	+.29	4.24	3.05	+1.19 *	3.55	2.84	+.71 *
	5	96.3	5.23	4.85	+.38	5.16	4.94	+.22	6.45	5.14	+1.31 *	6.48	5.19	+1.29 *
STEUART HILL	3	84.7	2.86	2.56	+.30	2.49	2.58	-.09	2.91	3.00	-.09	3.05	2.79	+.26
	5	81.8	4.06	3.60	+.46	3.85	3.77	+.08	4.21	4.04	+.17	4.59	4.11	+.48
TENCH TILGHMAN	3	83.2	2.27	2.46	-.19	2.42	2.48	-.06	2.64	2.91	-.27	2.85	2.71	+.14
	5	86.5	3.57	4.01	-.44	3.87	4.15	-.28	4.07	4.40	-.33	4.27	4.46	-.19
THOMAS G HAYES	3	86.7	1.90	2.69	-.79 *	2.18	2.72	-.54	2.27	3.12	-.85 *	2.42	2.90	-.48 *
	5	85.7	4.20	3.94	+.26	3.81	4.08	-.27	4.48	4.34	+.14	4.42	4.40	+.02
THOMAS JEFFERSON	3	98.4	3.52	3.44	+.08	3.70	3.49	+.21	4.05	3.85	+.20	3.60	3.54	+.06
	5	96.7	5.05	4.88	+.17	5.00	4.97	+.03	5.54	5.17	+.37	5.16	5.22	-.06
THOMAS JOHNSON	3	92.2	2.94	3.04	-.10	2.93	3.08	-.15	3.43	3.46	-.03	3.29	3.21	+.08
	5	94.0	4.75	4.65	+.10	4.77	4.75	+.02	5.31	4.96	+.35	5.21	5.01	+.20
VICTORY	3	82.8	2.53	2.44	+.09	2.68	2.46	+.22	2.95	2.88	+.07	2.70	2.69	+.01
	5	85.5	3.47	3.92	-.45	3.76	4.07	-.31	4.26	4.32	-.06	4.41	4.38	+.03
VIOLETVILLE	3	97.3	3.21	3.37	-.16	3.09	3.42	-.33	3.81	3.78	+.03	3.41	3.48	-.07
	5	99.3	5.81	5.11	+.70	5.58	5.18	+.40	6.26	5.37	+.89 *	5.78	5.41	+.37

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WAVERLY	K-6	832	29.2	92.2	24.5	3.0	6.5	28.7	18.2	15.9	11.6	10154.0
WESTPORT	PRE K-6	758	20.5	90.7	35.0	2.0	8.5	28.3	24.3	48.5	9.0	5934.0
WESTSIDE	K-6	882	23.6	90.9	35.3	2.0	14.5	37.5	16.1	39.1	10.0	5863.0
WILLIAM FELL	K-6	384	27.4	86.4	13.0	1.0	11.4	27.5	14.3	21.6	8.1	7369.0
WM M ALEXANDER	K-6	436	19.8	91.4	21.0	1.0	14.5	32.0	22.7	49.1	8.8	5083.0
WILLIAM PACA	K-6	1143	28.6	89.1	39.0	1.0	8.1	22.0	12.5	15.9	8.5	8713.0
WINDSOR HILLS	K-6	540	23.5	92.7	22.0	1.0	14.5	27.0	8.7	13.9	11.6	9921.0
WINSTON	K-6	1208	28.4	93.4	39.5	3.0	10.4	23.6	21.2	13.4	12.1	10482.0
WM PINDERHUGHES	K-6	497	26.1	89.8	18.0	1.0	6.9	18.0	21.1	44.8	8.6	5284.0
WOODHOME	K-6	641	26.2	95.1	23.5	1.0	8.5	22.0	28.6	2.2	11.0	11257.0
YORKWOOD	K-6	768	26.9	94.9	26.5	2.0	13.6	29.0	14.0	6.0	12.0	10888.0
CANTON ELEM & JR	K-9	2073	25.4	84.6	78.6	3.0	7.9	21.5	13.0	17.5	8.5	8809.0
DIGGS-JOHNSON	1-9	484	20.2	79.2	21.0	3.0	14.2	25.3	25.0	44.3	8.5	5840.0
FALLSTAFF	6-7	489	18.1	93.5	26.0	1.0	10.3	32.0	29.6	10.5	12.1	12438.0
F S KEY COMBINED	K-9	1826	23.3	77.5	76.5	2.0	7.6	20.7	15.9	21.5	8.5	7942.0
HOME AND HOSPITAL	NO RESOURCE DATA AS OF 9/73									20.0	10.5	9012.0
ROBERT POOLE	K-9	1821	24.0	83.1	73.0	3.0	10.3	29.6	19.7	15.1	9.9	9061.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(WAVERLY - ROBERT POOLE)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WAVERLY	3	94.9	3.10	3.24	-.14	2.99	3.28	-.29	3.70	3.65	+.05	3.34	3.36	-.02
	5	94.5	4.45	4.77	-.32	4.47	4.86	-.39	5.03	5.02	+.01	4.95	5.07	-.12
WESTPORT	3	90.6	2.75	2.86	-.11	2.83	2.92	-.09	3.09	3.32	-.23	3.09	3.09	+.00
	5	83.4	3.93	3.73	+.20	3.91	3.87	+.04	4.47	4.19	+.28	4.15	4.25	-.10
WESTSIDE	3	85.2	2.60	2.60	+.00	2.48	2.62	-.14	2.79	3.03	-.24	2.75	2.82	-.07
	5	85.6	3.99	3.93	+.06	4.13	4.08	+.05	4.31	4.32	-.01	4.47	4.39	+.08
WILLIAM FELL	3	79.0	3.03	2.19	+.84 *	2.70	2.17	+.53	2.50	2.60	-.10	2.69	2.50	+.19
	5	85.8	4.33	3.88	+.45	4.48	4.00	+.48	5.30	4.41	+.89 *	5.01	4.45	+.56 *
WM M ALEXANDER	3	86.1	2.20	2.59	-.39	2.56	2.64	-.08	2.94	3.05	-.11	2.66	2.85	-.19
	5	85.5	4.28	3.82	+.46	4.24	3.99	+.25	4.65	4.31	+.34	4.59	4.37	+.22
WILLIAM PACA	3	84.9	2.45	2.55	-.10	2.67	2.55	+.12	2.88	2.96	-.08	2.98	2.82	+.16
	5	90.8	4.34	4.28	+.06	4.43	4.38	+.05	4.70	4.78	-.08	5.01	4.81	+.20
WINDSOR HILLS	3	91.4	2.96	3.04	-.08	3.31	3.06	+.25	3.57	3.44	+.13	3.10	3.18	-.08
	5	91.4	4.53	4.56	-.03	4.51	4.64	-.13	4.89	4.80	+.09	4.87	4.86	+.01
WINSTON	3	87.7	2.89	2.85	+.04	2.87	2.85	+.02	3.50	3.23	+.27	3.18	3.00	+.18
	5	87.1	3.88	4.33	-.45	4.12	4.39	-.27	4.68	4.52	+.16	4.49	4.59	-.10
WM PINDERHUGHES	3	85.0	3.08	2.53	+.55 *	2.87	2.56	+.31	3.04	2.98	+.06	2.87	2.79	+.08
	5	83.6	4.40	3.69	+.71 *	4.07	3.85	+.22	4.66	4.19	+.47	4.34	4.25	+.09
WOODHOME	3	99.3	3.93	3.48	+.45	3.76	3.54	+.22	4.36	3.89	+.47	3.96	3.59	+.37
	5	102.7	5.61	5.31	+.30	5.61	5.39	+.22	6.02	5.61	+.41	5.92	5.64	+.28
YORKWOOD	3	100.3	3.96	3.57	+.39	4.01	3.63	+.38	4.49	3.98	+.51	3.82	3.65	+.17
	5	106.0	5.98	5.58	+.40	5.79	5.67	+.12	6.37	5.81	+.56	6.04	5.84	+.20
CANTON ELEM & JR	3	91.2	2.61	2.91	-.30	2.74	2.94	-.20	3.28	3.34	-.06	3.11	3.14	-.03
	5	95.0	4.91	4.57	+.34	4.60	4.67	-.07	5.04	5.06	-.02	5.17	5.09	+.08
	7	94.8	6.21	6.34	-.13	6.33	6.44	-.11	6.55	6.65	-.10	6.81	6.96	-.15
	9	95.6	7.95	7.75	+.20	8.12	7.81	+.31	8.07	7.95	+.12	8.37	8.16	+.21
DIGGS-JOHNSON	3	100.3	4.93	3.40	+1.53 *	5.56	3.51	+2.05 *	4.62	3.89	+.73 *	4.30	3.58	+.72 *
	5	76.2	3.20	3.22	-.02	3.66	3.35	+.31	3.58	3.71	-.13	3.97	3.78	+.19
	7	81.6	4.57	4.88	-.31	4.73	5.09	-.36	5.20	5.44	-.24	5.40	5.60	-.20
	9	82.8	6.21	6.38	-.17	6.24	6.25	-.01	6.42	6.68	-.26	6.22	6.72	-.50
FALLSTAFF	7	104.0	7.93	7.25	+.68	7.55	7.26	+.29	8.03	7.30	+.73	7.62	7.51	+.11
F S KEY COMBINED	3	94.4	3.01	3.08	-.07	2.73	3.14	-.41	3.23	3.53	-.30	2.89	3.29	-.40
	5	94.0	4.70	4.47	+.23	4.43	4.59	-.16	4.93	4.97	-.04	4.93	5.00	-.07
	7	94.6	5.79	6.30	-.51	6.00	6.41	-.41	6.25	6.59	-.34	6.44	6.91	-.47
	9	97.8	7.31	7.91	-.60	7.07	8.05	-.98 *	7.45	8.09	-.64	7.97	8.36	-.39
HOME AND HOSPITAL	3	92.4	3.04	3.05	-.01	3.04	3.09	-.05	3.05	3.47	-.42	3.59	3.22	+.37
	5	88.9	5.06	4.29	+.77 *	4.99	4.38	+.61 *	4.95	4.63	+.32	4.61	4.68	-.07
	7	89.7	5.69	5.73	-.04	5.96	5.86	+.10	5.69	6.10	-.41	6.30	6.23	+.07
	9	93.5	8.04	7.62	+.42	7.33	7.46	-.13	7.75	7.69	+.06	7.79	7.81	-.02
ROBERT POOLE	3	89.8	2.98	2.88	+.10	3.03	2.90	+.13	3.70	3.29	+.41	3.38	3.08	+.30
	5	91.6	4.87	4.43	+.44	4.94	4.53	+.41	4.95	4.82	+.13	5.29	4.86	+.43
	7	94.8	6.35	6.29	+.06	6.42	6.39	+.03	6.81	6.56	+.25	7.04	6.80	+.24
	9	92.8	7.88	7.54	+.34	7.90	7.41	+.49	8.06	7.66	+.40	8.27	7.78	+.49

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

BALTIMORE CITY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WAVERLY	3	94.9	3.10	3.22	-.12	2.99	3.26	-.27	3.70	3.63	+.07	3.34	3.35	-.01
	5	94.5	4.45	4.69	-.24	4.47	4.79	-.32	5.03	5.00	+.03	4.95	5.05	-.10
WESTPORT	3	90.6	2.75	2.94	-.19	2.83	2.98	-.15	3.09	3.37	-.28	3.09	3.12	-.03
	5	83.4	3.93	3.74	+.19	3.91	3.90	+.01	4.47	4.16	+.31	4.15	4.23	-.08
WESTSIDE	3	85.2	2.60	2.59	+.01	2.48	2.62	-.14	2.79	3.03	-.24	2.75	2.82	-.07
	5	85.6	3.99	3.93	+.06	4.13	4.08	+.05	4.31	4.33	-.02	4.47	4.39	+.08
WILLIAM FELL	3	79.0	3.03	2.19	+.84 *	2.70	2.20	+.50	2.50	2.64	-.14	2.69	2.48	+.21
	5	85.8	4.33	3.94	+.39	4.48	4.09	+.39	5.30	4.34	+.96 *	5.01	4.41	+.60 *
WM M ALEXANDER	3	86.1	2.20	2.65	-.45	2.56	2.68	-.12	2.94	3.09	-.15	2.66	2.87	-.21
	5	85.5	4.28	3.92	+.36	4.24	4.07	+.17	4.65	4.32	+.33	4.59	4.38	+.21
WILLIAM PACA	3	84.9	2.45	2.57	-.12	2.67	2.60	+.07	2.88	3.01	-.13	2.98	2.81	+.17
	5	90.8	4.34	4.37	-.03	4.43	4.50	-.07	4.70	4.72	-.02	5.01	4.78	+.23
WINDSOR HILLS	3	91.4	2.96	2.99	-.03	3.31	3.03	+.28	3.57	3.42	+.15	3.10	3.16	-.06
	5	91.4	4.53	4.43	+.10	4.51	4.54	-.03	4.89	4.77	+.12	4.87	4.82	+.05
WINSTON	3	87.7	2.89	2.75	+.14	2.87	2.78	+.09	3.50	3.19	+.31	3.18	2.96	+.22
	5	87.1	3.88	4.06	-.18	4.12	4.20	-.08	4.68	4.44	+.24	4.49	4.50	-.01
WM PINDERHUGHES	3	85.0	3.08	2.58	+.50	2.87	2.60	+.27	3.04	3.02	+.02	2.87	2.81	+.06
	5	83.6	4.40	3.76	+.64	4.07	3.91	+.16	4.66	4.19	+.48	4.34	4.24	+.10
WOODHOME	3	99.3	3.93	3.50	+.43	3.76	3.55	+.21	4.36	3.91	+.45	3.96	3.59	+.37
	5	102.7	5.61	5.40	+.21	5.61	5.46	+.15	6.02	5.62	+.40	5.92	5.66	+.26
YORKWOOD	3	100.3	3.96	3.56	+.40	4.01	3.62	+.39	4.49	3.97	+.52	3.82	3.65	+.17
	5	106.0	5.98	5.68	+.30	5.79	5.72	+.07	6.37	5.87	+.50	6.04	5.91	+.13
CANTON ELEM & JR	3	91.2	2.61	2.98	-.37	2.74	3.02	-.28	3.28	3.40	-.12	3.11	3.15	-.04
	5	95.0	4.91	4.74	+.17	4.60	4.83	-.23	5.04	5.04	+.00	5.17	5.09	+.08
	7	94.8	6.21	6.24	-.03	6.33	6.34	-.01	6.55	6.49	+.06	6.81	6.67	+.14
	9	95.6	7.95	7.86	+.09	8.12	7.68	+.44	8.07	7.88	+.19	8.37	8.02	+.35
DIGGS-JOHNSON	3	100.3	4.93	3.56	+1.37 *	5.56	3.62	+1.94 *	4.62	3.97	+.65 *	4.30	3.65	+.65 *
	5	76.2	3.20	3.12	+.08	3.66	3.32	+.34	3.58	3.61	-.03	3.97	3.69	+.28
	7	81.6	4.57	4.80	-.23	4.73	5.03	-.30	5.20	5.33	-.13	5.40	5.44	-.04
	9	82.8	6.21	6.40	-.19	6.24	6.18	+.06	6.42	6.61	-.19	6.22	6.63	-.41
FALLSTAFF	7	104.0	7.93	7.25	+.68	7.55	7.26	+.29	8.03	7.31	+.72	7.62	7.52	+.10
F S KEY COMBINED	3	94.4	3.01	3.18	-.17	2.73	3.23	-.50	3.23	3.60	-.37	2.89	3.33	-.44 *
	5	94.0	4.70	4.65	+.05	4.43	4.75	-.32	4.93	4.96	-.03	4.93	5.01	-.08
	7	94.6	5.79	6.22	-.43	6.00	6.32	-.32	6.25	6.48	-.23	6.44	6.65	-.21
	9	97.8	7.31	8.11	-.80	7.07	7.94	-.87 *	7.45	8.09	-.64	7.97	8.26	-.29
HOME AND HOSPITAL	3	92.4	3.04	3.05	-.01	3.04	3.10	-.06	3.05	3.48	-.43	3.59	3.22	+.37
	5	88.9	5.06	4.21	+.85 *	4.99	4.34	+.65 *	4.95	4.58	+.37	4.61	4.64	-.03
	7	89.7	5.69	5.68	+.01	5.96	5.83	+.13	5.69	6.04	-.35	6.30	6.19	+.11
	9	93.5	8.04	7.62	+.42	7.33	7.43	-.10	7.75	7.67	+.08	7.79	7.79	+.00
ROBERT POOLE	3	89.8	2.96	2.89	+.09	3.03	2.92	+.11	3.70	3.32	+.38	3.38	3.07	+.31
	5	91.6	4.87	4.44	+.43	4.94	4.56	+.38	4.95	4.78	+.17	5.29	4.84	+.45
	7	94.8	6.35	6.24	+.11	6.42	6.34	+.08	6.81	6.49	+.32	7.04	6.67	+.37
	9	92.8	7.88	7.54	+.34	7.90	7.35	+.55	8.06	7.60	+.46	8.27	7.71	+.56

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ROLAND PARK EL & JR	K-9	1301	22.4	90.9	54.0	4.0	10.2	29.1	22.4	8.0	12.4	13204.0
WILLIAM S BAER	NO RESOURCE DATA AS OF 9/73									23.0	9.9	8788.0
BALT CITY COLLEGE	9-12	1261	18.3	76.1	66.0	3.0	12.4	20.4	36.2	29.7	10.6	8143.0
BALT POLYTECH	9-12	2137	21.8	94.5	95.0	3.0	17.8	24.2	42.3	10.0	11.4	10663.0
BENJAMIN FRANKLIN	7-9	1383	20.6	83.2	64.0	3.0	9.6	26.7	17.9	21.4	9.5	8579.0
BOOKER T WASHINGTON	7-9	1368	20.7	73.9	64.0	2.0	13.6	24.0	21.2	47.3	9.3	5404.0
CALVERTON	7-9	2316	20.7	82.6	110.0	2.0	10.0	29.7	25.0	24.2	10.1	8052.0
CHERRY HILL	7-9	1055	19.3	86.4	52.5	2.0	11.1	22.5	20.2	39.8	10.2	6682.0
CLIFTON PARK	7-9	1710	22.9	73.2	71.5	3.0	11.4	20.1	22.1	34.0	9.5	6826.0
DUNBAR	9-12	1496	18.0	78.4	79.9	3.0	12.3	20.6	29.9	48.2	9.2	5849.0
EASTERN	9-12	1175	23.5	76.1	47.0	3.0	13.6	30.3	32.0	32.2	10.3	7933.0
EDGAR ALLAN POE	7-12	351	14.0	57.8	23.0	2.0	10.6	22.7	28.0	37.0	9.6	7027.0
FAIRMOUNT HILL	7-12	1090	16.3	67.0	66.0	1.0	8.4	39.0	13.4	44.3	9.0	6048.0
FOREST PARK	9-12	968	16.5	69.3	56.5	2.0	12.2	22.5	40.2	26.3	10.8	8557.0
GARRISON	7-9	1535	19.5	81.0	75.5	3.0	9.7	28.0	16.6	18.3	11.3	9145.0
GREENSPRING	7-8	2033	23.1	87.8	85.0	3.0	8.7	26.2	18.2	21.8	11.1	8879.0
GWYNNS FALLS PARK	7-9	1160	18.7	81.2	59.0	3.0	10.0	37.2	14.5	20.2	10.2	8479.0
HAMILTON	7-9	1901	22.9	88.2	78.9	4.0	10.8	33.5	22.8	5.4	10.9	10704.0
HAMPSTEAD HILL	7-9	2324	20.3	79.0	110.5	4.0	10.3	27.8	18.3	24.0	8.6	8089.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROLAND PK EL & JR	3	115.4	4.72	4.46	+.26	4.69	4.59	+.10	5.00	4.89	+.11	4.56	4.44	+.12
	5	110.5	6.59	5.98	+.61	6.43	6.04	+.39	6.70	6.17	+.53	6.48	6.20	+.28
	7	94.4	6.71	6.27	+.44	6.54	6.33	+.21	7.12	6.53	+.59	6.82	6.60	+.22
	9	94.3	7.94	7.98	-.04	7.60	7.55	+.05	8.16	7.90	+.26	7.89	7.92	-.03
WILLIAM S BAER	7	70.3	3.17	3.74	-.57	3.85	4.00	-.15	4.18	4.55	-.37	4.58	4.48	+.10
	9	71.0	8.64	5.47	+3.17 *	6.89	4.89	+2.00 *	7.74	5.76	+1.98 *	6.90	5.51	+1.39 *
BALT CITY COLLEGE	9	88.4	7.24	7.09	+.15	6.48	6.83	-.35	7.19	7.19	+.00	7.49	7.24	+.25
BALT POLYTECH	9	117.1	11.05	9.95	+1.10 *	10.51	10.16	+.35	10.67	9.77	+.90 *	11.26	10.25	+1.01 *
BENJAMIN FRANKLIN	7	92.9	5.94	6.09	-.15	6.14	6.21	-.07	6.41	6.41	+.00	6.70	6.65	+.05
	9	94.9	7.94	7.70	+.24	7.71	7.67	+.04	8.13	7.83	+.30	8.36	8.01	+.35
BOOKER T WASHINGTON	7	83.5	4.82	5.02	-.20	4.94	5.23	-.29	5.37	5.51	-.14	5.60	5.65	-.05
	9	85.7	6.59	6.65	-.06	6.42	6.52	-.10	7.47	6.86	+.61	7.34	6.94	+.40
CALVERTON	7	85.4	5.41	5.27	+.14	5.20	5.44	-.24	6.01	5.73	+.28	5.73	5.84	-.11
	9	89.1	7.15	7.14	+.01	6.93	6.94	-.01	7.58	7.27	+.31	7.32	7.34	-.02
CHERRY HILL	7	87.8	4.99	5.46	-.47	5.09	5.63	-.54	5.88	5.86	+.02	5.79	5.98	-.19
	9	88.2	6.22	6.98	-.76	6.11	6.79	-.68	7.03	7.11	-.08	6.82	7.18	-.36
CLIFTON PARK	7	85.7	4.89	5.28	-.39	5.08	5.46	-.38	5.54	5.74	-.20	5.63	5.88	-.25
DUNBAR	9	80.8	6.14	6.21	-.07	5.99	5.98	+.01	6.54	6.48	+.06	6.77	6.46	+.31
EASTERN	9	85.8	6.65	6.83	-.18	6.49	6.55	-.06	7.41	6.97	+.44	6.87	6.98	-.11
EDGAR ALLAN POE	7	72.4	4.48	3.91	+.57	5.36	4.18	+1.18 *	5.27	4.66	+.61	5.59	4.64	+.95 *
	9	80.8	5.73	6.29	-.56	5.88	5.99	-.11	6.63	6.52	+.11	6.39	6.48	-.09
FAIRMOUNT HILL	7	78.7	4.65	4.56	+.09	4.52	4.79	-.27	5.28	5.18	+.10	5.39	5.27	+.12
	9	82.9	6.22	6.41	-.19	6.03	6.24	-.21	6.32	6.68	-.36	6.46	6.70	-.24
FOREST PARK	9	82.7	7.19	6.58	+.61	6.43	6.17	+.26	6.96	6.71	+.25	7.09	6.65	+.44
GARRISON	7	87.4	5.47	5.46	+.01	5.34	5.60	-.26	5.92	5.86	+.06	5.80	5.91	-.11
	9	91.9	7.16	7.49	-.33	6.87	7.22	-.35	7.60	7.51	+.09	7.52	7.59	-.07
GREENSPRING	7	87.0	5.55	5.42	+.13	5.49	5.57	-.08	6.12	5.83	+.29	5.90	5.89	+.01
GWYNNS FALLS PARK	7	87.5	5.30	5.50	-.20	5.20	5.65	-.45	5.83	5.92	-.09	5.61	6.04	-.43
	9	90.0	6.54	7.25	-.71	6.27	7.06	-.79 *	7.29	7.37	-.08	6.95	7.45	-.50
HAMILTON	7	101.6	7.23	7.00	+.23	7.09	7.04	+.05	7.60	7.12	+.48	7.34	7.37	-.03
	9	100.2	8.64	8.35	+.29	8.41	8.25	+.16	8.71	8.34	+.37	8.61	8.54	+.07
HAMPSTEAD HILL	7	91.3	5.64	5.96	-.32	5.76	6.09	-.33	6.29	6.33	-.04	6.11	6.60	-.49
	9	94.0	7.33	7.56	-.23	7.46	7.61	-.15	7.71	7.77	-.06	7.76	7.96	-.20

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

BALTIMORE CITY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROLAND PK EL & JR	3	115.4	4.72	4.53	+.19	4.69	4.62	+.07	5.00	4.91	+.09	4.56	4.48	+.08
	5	110.5	6.59	6.07	+.52	6.43	6.09	+.34	6.70	6.22	+.48	6.48	6.24	+.24
	7	94.4	6.71	6.20	+.51	6.54	6.30	+.24	7.12	6.46	+.66	6.82	6.63	+.19
	9	94.3	7.94	7.71	+.23	7.60	7.53	+.07	8.16	7.75	+.41	7.89	7.88	+.01
WILLIAM S BAER	7	70.3	3.17	3.55	-.38	3.85	3.90	-.05	4.18	4.33	-.15	4.58	4.39	+.19
	9	71.0	8.64	5.05	+3.59 *	6.89	4.79	+2.10 *	7.74	5.45	+2.29 *	6.90	5.35	+1.55 *
BALT CITY COLLEGE	9	88.4	7.24	7.04	+.20	6.48	6.83	-.35	7.19	7.17	+.02	7.49	7.24	+.25
BALT POLYTECH	9	117.1	11.05	10.32	+.73	10.51	10.21	*+.30	10.67	10.00	+.67	11.26	10.35	+.91 *
BENJAMIN FRANKLIN	7	92.9	5.94	6.04	-.10	6.14	6.15	-.01	6.41	6.33	+.08	6.70	6.49	+.21
	9	94.9	7.94	7.78	+.16	7.71	7.60	+.11	8.13	7.81	+.32	8.36	7.94	+.42
BOOKER T WASHINGTON	7	83.5	4.82	5.00	-.18	4.94	5.22	-.28	5.37	5.49	-.12	5.60	5.62	-.02
	9	85.7	6.59	6.73	-.14	6.42	6.52	-.10	7.47	6.90	+.57	7.34	6.94	+.40
CALVERTON	7	85.4	5.41	5.21	+.20	5.20	5.41	-.21	6.01	5.66	+.35	5.73	5.79	-.06
	9	89.1	7.15	7.12	+.03	6.93	6.92	+.01	7.58	7.23	+.35	7.32	7.31	+.01
CHERRY HILL	7	87.8	4.09	5.48	-.49	5.09	5.64	-.55	5.88	5.87	+.01	5.79	6.02	-.23
	9	88.2	6.22	7.01	-.79	6.11	6.81	-.70	7.03	7.15	-.12	6.82	7.21	-.39
CLIFTON PARK	7	85.7	4.89	5.25	-.36	5.08	5.43	-.35	5.54	5.69	-.15	5.63	5.82	-.19
DUNBAR	9	80.8	6.14	6.17	-.03	5.99	5.94	+.05	6.54	6.42	+.12	6.77	6.41	+.36
EASTERN	9	85.8	6.65	6.74	-.09	6.49	6.53	-.04	7.41	6.91	+.50	6.87	6.95	-.08
EDGAR ALLAN POE	7	72.4	4.48	3.78	+.70	5.36	4.11	+1.25 *	5.27	4.51	+.76	5.59	4.58	+1.01 *
	9	80.8	5.73	6.17	-.44	5.88	5.94	-.06	6.63	6.42	+.21	6.39	6.41	-.02
FAIRMOUNT HILL	7	78.7	4.65	4.48	+.17	4.52	4.74	-.22	5.28	5.07	+.21	5.39	5.17	+.22
	9	82.9	6.22	6.41	-.19	6.03	6.19	-.16	6.32	6.62	-.30	6.46	6.64	-.18
FOREST PARK	9	82.7	7.19	6.39	+.80	6.43	6.16	+.27	6.96	6.60	+.36	7.09	6.62	+.47
GARRISON	7	87.4	5.47	5.43	+.04	5.34	5.60	-.26	5.92	5.84	+.08	5.80	5.98	-.18
	9	91.9	7.16	7.44	-.28	6.87	7.25	-.38	7.60	7.51	+.09	7.52	7.62	-.10
GREENSPRING	7	87.0	5.55	5.39	+.16	5.49	5.56	-.07	6.12	5.80	+.32	5.90	5.94	-.04
GWYNNS FALLS PARK	7	87.5	5.30	5.44	-.14	5.20	5.61	-.41	5.83	5.85	-.02	5.61	5.90	-.38
	9	90.0	6.54	7.22	-.68	6.27	7.02	-.75	7.29	7.32	-.03	6.95	7.41	-.46
HAMILTON	7	101.6	7.23	6.99	+.24	7.09	7.02	+.07	7.60	7.10	+.50	7.34	7.30	+.04
	9	100.2	8.64	8.39	+.25	8.41	8.22	+.19	8.71	8.33	+.38	8.61	8.52	+.09
HAMPSTEAD HILL	7	91.3	5.64	5.86	-.22	5.76	5.99	-.23	6.29	6.18	+.11	6.11	6.34	-.23
	9	94.0	7.33	7.68	-.35	7.40	7.49	-.03	7.71	7.72	-.01	7.76	7.84	-.08

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

TABLE 3. SCHOOL LEVEL--COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
HARLEM PARK	7-9	2507	21.2	80.3	113.0	5.0	9.8	27.0	21.2	41.7	8.8	5628.0
HERRING RUN	7-9	2538	19.9	84.2	123.5	4.0	8.1	23.9	20.8	17.3	10.1	9479.0
HOUSTON-WOODS	7-12	1255	18.3	77.7	65.4	3.0	14.7	27.0	17.5	44.2	9.3	5948.0
JANE ADDAMS	9-12	112	7.6	77.2	13.8	1.0	12.7	41.0	17.6	32.7	9.7	7580.0
LAKE CLIFTON SR	9-12	2581	18.3	76.5	137.0	4.0	8.2	23.5	21.3	34.5	9.9	7336.0
LOMBARD	7-9	1560	20.0	76.1	74.0	4.0	9.2	24.0	28.2	50.6	9.0	5025.0
NORTHERN PKWY JR	7-9	2670	22.3	84.9	115.5	4.0	8.8	22.3	20.9	7.7	11.9	11046.0
NORTHWESTERN	9-12	2525	21.5	80.9	112.5	5.0	11.5	17.5	35.4	22.2	11.4	9624.0
PIMLICO	7-9	1861	20.5	83.2	89.0	2.0	8.7	21.3	20.9	18.1	11.7	10117.0
ROCK GLEN	7-9	2733	22.6	79.7	116.0	5.0	10.2	21.7	17.3	11.9	10.4	9550.0
SOUTHERN	9-12	2171	20.2	77.7	104.6	3.0	12.4	28.7	31.2	24.6	8.8	8181.0
SOUTHWESTERN	8-12	1585	20.7	79.3	74.5	2.0	10.5	22.7	23.5	22.7	9.7	8554.0
WALBROOK	9-12	2351	22.0	74.7	103.0	4.0	10.1	25.6	23.4	28.4	10.5	8154.0
WESTERN	9-12	2452	22.7	91.0	105.1	3.0	12.6	29.3	40.8	15.9	11.5	10183.0
WILLIAM LEMMEL	7-9	2201	21.2	82.2	100.0	4.0	11.3	20.6	23.1	22.3	10.9	8661.0
WOODBOURNE	7-9	1608	20.6	87.0	74.0	4.0	9.0	20.5	20.5	20.1	11.5	9625.0
WOODROW WILSON	9-12	149	11.5	84.7	12.0	1.0	15.0	39.0	38.5	26.1	8.8	7808.0

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* SEE APPENDIX A FOR DEFINITION OF TERMS.

(HARLEM PARK - WOODROW WILSON)

TABLE 4. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY STATISTICALLY CONTROLLED‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
HARLEM PARK	7	85.6	4.97	5.27	-.30	5.16	5.46	-.30	5.50	5.73	-.23	5.47	5.92	-.45
	9	86.7	6.24	6.74	-.50	6.35	6.68	-.33	7.18	6.99	+.19	6.89	7.09	-.20
HERRING RUN	7	91.6	5.96	5.96	+.00	5.97	6.07	-.10	6.44	6.30	+.14	6.49	6.48	+.01
	9	96.0	7.81	7.87	-.06	7.64	7.78	-.14	8.24	7.95	+.29	8.14	8.11	+.03
HOUSTON-WOODS	7	84.7	4.99	5.16	-.17	4.89	5.36	-.47	5.49	5.64	-.15	5.43	5.78	-.35
	9	87.9	6.37	6.89	-.52	6.21	6.79	-.58	7.16	7.08	+.08	6.57	7.19	-.62
JANE ADDAMS	9	73.5	6.70	5.63	+1.07 *	5.80	5.16	+.64	5.62	5.92	-.30	5.73	5.74	-.01
LAKE CLIFTON SR	9	85.3	6.52	6.74	-.22	6.32	6.50	-.18	6.93	6.91	+.02	6.77	6.94	-.17
LOMBARD	7	80.7	4.65	4.73	-.08	4.82	4.96	-.14	5.38	5.29	+.09	5.48	5.41	+.07
	9	85.7	6.27	6.62	-.35	5.86	6.53	-.67	6.44	6.86	-.02	6.52	6.95	-.43
NORTHERN PKWY JR	7	90.7	6.18	5.84	+.34	6.12	5.94	+.18	6.67	6.17	+.50	6.47	6.23	+.24
	9	97.5	8.28	8.14	+.14	7.93	7.89	+.04	8.37	8.08	+.29	8.20	8.21	-.01
NORTHWESTERN	9	104.0	10.15	8.66	+1.49 *	10.01	8.62	+1.39 *	10.37	8.58	+1.79 *	10.03	8.86	+1.17 *
PIMLICO	7	82.9	5.46	5.00	+.46	5.44	5.17	+.27	5.96	5.50	+.46	5.80	5.48	+.32
	9	87.4	7.02	7.14	-.12	6.65	6.70	-.05	7.59	7.16	+.43	7.20	7.13	+.07
ROCK GLEN	7	94.6	6.17	6.26	-.09	6.14	6.35	-.21	6.73	6.53	+.20	6.46	6.73	-.27
	9	93.8	7.49	7.67	-.18	7.03	7.51	-.48	7.84	7.75	+.09	7.65	7.87	-.22
SOUTHERN	9	92.1	7.26	7.40	-.14	7.07	7.37	-.30	7.66	7.60	+.06	7.84	7.75	+.09
SOUTHWESTERN	9	92.1	7.29	7.44	-.15	6.57	7.33	-.76 *	7.65	7.58	+.07	7.34	7.71	-.37
WALBROOK	9	85.2	6.84	6.79	+.05	6.52	6.47	+.05	7.17	6.92	+.25	7.11	6.91	+.20
WESTERN	9	110.8	10.83	9.34	+1.49 *	10.37	9.42	+.95 *	11.03	9.19	+1.84 *	10.43	9.58	+.85 *
WILLIAM LEMMEL	7	88.6	5.42	5.58	-.16	5.47	5.72	-.25	6.17	5.96	+.21	5.90	6.05	-.15
	9	90.0	7.31	7.28	+.03	6.96	7.01	-.05	7.93	7.34	+.59	7.54	7.40	+.14
WOODBOURNE	7	84.7	5.26	5.19	+.07	5.33	5.34	-.01	5.88	5.64	+.24	5.71	5.65	+.06
	9	91.0	7.05	7.44	-.39	7.00	7.12	-.12	7.60	7.46	+.14	7.29	7.50	-.21
WOODROW WILSON	9	78.4	6.58	6.09	+.49	6.28	5.78	+.50	5.73	6.40	-.67	6.33	6.32	+.01

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‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

BALTIMORE CITY
SCHOOL SYSTEM

TABLE 5. RELATION OF ACHIEVEMENT TO MARYLAND NORMS, BY SKILL AREAS, WITH NONVERBAL ABILITY AND SOCIOECONOMIC STATUS STATISTICALLY CONTROLLED‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
HARLEM PARK	7	85.6	4.97	5.23	-.26	5.16	5.42	-.26	5.50	5.68	-.18	5.47	5.81	-.34
	9	86.7	6.24	6.84	-.60	6.35	6.63	-.28	7.18	7.00	+.18	6.89	7.05	-.16
HERRING RUN	7	91.6	5.96	5.89	+.07	5.97	6.02	-.05	6.44	6.21	+.23	6.49	6.37	+.12
	9	96.0	7.81	7.91	-.10	7.64	7.73	-.09	8.24	7.92	+.32	8.14	8.06	+.08
HOUSTON-WOODS	7	84.7	4.99	5.14	-.15	4.89	5.34	-.45	5.49	5.60	-.11	5.43	5.73	-.30
	9	87.9	6.37	6.98	-.61	6.21	6.78	-.57	7.16	7.12	+.04	6.57	7.18	-.61
JANE ADDAMS	9	73.5	6.70	5.33	+1.37 *	5.80	5.08	+.72	5.62	5.69	-.07	5.73	5.62	+.11
LAKE CLIFTON SR	9	85.3	6.52	6.68	-.16	6.32	6.47	-.15	6.93	6.86	+.07	6.77	6.90	-.13
LOMBARD	7	80.7	4.65	4.70	-.05	4.82	4.94	-.12	5.38	5.25	+.13	5.48	5.36	+.12
	9	85.7	6.27	6.73	-.46	5.86	6.52	-.66	6.84	6.90	-.06	6.52	6.94	-.42
NORTHERN PKWY JR	7	90.7	6.18	5.79	+.39	6.12	5.93	+.19	6.67	6.13	+.54	6.47	6.28	+.19
	9	97.5	8.28	8.08	+.20	7.93	7.91	+.02	8.37	8.06	+.31	8.20	8.22	-.02
NORTHEASTERN	9	104.0	10.15	8.82	+1.33 *	10.01	8.67	+1.34 *	10.37	8.71	+1.66 *	10.03	8.93	+1.10 *
PIMLICO	7	82.9	5.46	4.94	+.52	5.44	5.16	+.28	5.96	5.44	+.52	5.80	5.56	+.24
	9	87.4	7.02	6.92	+.10	6.65	6.72	-.07	7.59	7.07	+.52	7.20	7.13	+.07
ROCK GLEN	7	94.6	6.17	6.22	-.05	6.14	6.32	-.18	6.73	6.48	+.25	6.46	6.65	-.19
	9	93.8	7.49	7.65	-.16	7.03	7.47	-.44	7.84	7.70	+.14	7.65	7.82	-.17
SOUTHERN	9	92.1	7.26	7.46	-.20	7.07	7.27	-.20	7.66	7.53	+.13	7.84	7.64	+.20
SOUTHWESTERN	9	92.1	7.29	7.46	-.17	6.57	7.27	-.70	7.65	7.53	+.12	7.34	7.64	-.30
WALBROOK	9	85.2	6.84	6.67	+.17	6.52	6.46	+.06	7.17	6.85	+.32	7.11	6.89	+.22
WESTERN	9	110.8	10.83	9.60	+1.23 *	10.37	9.47	+.90 *	11.03	9.38	+1.65 *	10.43	9.67	+.76 *
WILLIAM LEMMEL	7	88.6	5.42	5.56	-.14	5.47	5.72	-.25	6.17	5.95	+.22	5.90	6.09	-.19
	9	90.0	7.31	7.22	+.09	6.96	7.02	-.06	7.93	7.32	+.61	7.54	7.41	+.13
WOODBOURNE	7	84.7	5.26	5.14	+.12	5.33	5.34	-.01	5.98	5.60	+.28	5.71	5.73	-.02
	9	91.0	7.05	7.33	-.28	7.00	7.14	-.14	7.60	7.42	+.18	7.29	7.52	-.23
WOODROW WILSON	9	78.4	6.58	5.89	+.69	6.28	5.66	+.62	5.73	6.18	-.45	6.33	6.15	+.18

‡ SEE CHAPTER 4, SECTION 4.1.2 FOR DEFINITIONS OF TERMS USED AND EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES.

APPENDIX A ASSESSMENT PROCEDURES USED IN THE ACCOUNTABILITY PROGRAM

1. Introduction

Appendix A serves as a technical reference source describing the assessment instruments and procedures used in this 1973-1974 Accountability Program. As such, it will describe: (1) the instruments used to measure student ability and student achievement and why these particular instruments were employed; (2) the definitions of data items displayed in various tables; and (3) the formats of the various tables incorporated into this Report -- what is presented and what can and what cannot be interpreted from the data that are displayed.

Although this is a technical Appendix, it is still intended for interested citizens who want a fuller understanding of this first year of educational accountability in Maryland. Toward this end, Appendix A, Appendix B - The Use of Regression Analysis in the Accountability Program, and Appendix C - Complementary State-Level Data, are all written to present a description of procedures used in and results obtained from the 1973-1974 assessment program.

2. Instruments Used to Measure Academic Ability and Academic Achievement

Two nationally standardized measurement instruments administered in Spring 1974 were the sources of data collected on student ability and achievement. The Cognitive Abilities Test (CAT), Form 1, 1971 edition, was used to measure student academic ability; and the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, was selected to assess academic achievement.

The ITBS was employed for state-wide assessment of academic achievement in part because 17 of the 24 local school systems were already employing some edition of it as part of their regular testing programs. The Cognitive Abilities Test was selected because it had been normed on the same population as was the ITBS. Both tests are used in various school systems throughout the country.

The ITBS and CAT were administered to all Maryland public school children in grades 7 and 9 during the period March 1 to March 31 and to children in grades 3 and 5 during the period April 15 to May 15.

Cognitive Abilities Test

The data presented here are from the Nonverbal Subtest of the CAT. The Nonverbal Subtest was selected as the source of academic ability data because it does not require the ability to read or to do arithmetical computations. The test items involve neither words nor numbers. The test is intended to measure the student's ability to reason by using test questions that are not bound by formal school instruction. The test emphasizes the discovery of and flexibility in manipulating relationships expressed in figures, symbols, and patterns. It has three parts:

Part I:	Figure Classification (17 minutes). Figure Classification measures the pupil's ability to determine how a set of figures are alike and then to select from five alternatives the one that belongs with the set.
Part II:	Figure Analysis (14 minutes). Figure Analysis measures the pupil's ability to determine how two figures are related to each other and then to select two figures that are related in the same way.
Part III:	Figure Synthesis (16 minutes). Figure Synthesis measures the pupil's ability to select from alternative pieces those that when combined would form a particular whole.

The scores of the three parts are combined to form a total Nonverbal Ability Score. The Nonverbal Ability Scores are set so that a score of 100 equals the average score for any age group. A third grade class with an average Nonverbal Score of 100 indicates that, on the average, the students in that grade did as well on the test of nonverbal reasoning as did students of their age nationally.

Iowa Tests of Basic Skills

The following eight tests of the ITBS were selected for use as measurement of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

I. Reading Skills

Vocabulary (17 minutes). The Vocabulary Test measures the pupil's understanding of the meanings of words presented in short sentences. The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

II. Basic Language Skills

Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of a sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors in the use of verb forms, adjectives, adverbs, etc. occur.

A total Language score is obtained by adding together the grade equivalence scores of the four basic language skills tests and dividing the sum by four (4).

III. Mathematics Skills

Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond the four fundamental processes of addition, subtraction, multiplication and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he is to select the one which best answers the question.

Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalence scores of the two mathematics tests and dividing the sum by two (2).

The achievement test scores are expressed as GE scores, read as Grade Equivalence scores. The first digit represents the grade and the second digit the month within the grade. A GE of 5.7 would be read fifth grade seventh month.

The academic ability and academic achievement data presented in the tables of this Report are based on the average score made by a grade in a school. No data on individual students or individual classrooms were collected. Each local school system collected its own data on individual students and classrooms in relation to its own needs for program or pupil appraisal and diagnosis.

3. Discussion of Tables Presented

.1 Presented here are descriptions of table formats, definitions of items displayed and sources of data shown in the tables, by level of unit (State, local school system, individual school). This discussion will assist the reader to learn exactly what data are shown, so that proper interpretations can be made and improper conclusions avoided.

.2 State-level Tables

o Table 1 Community and Public School Resources Profile

This Table summarizes basic resource characteristics at the State level. The source for the data on community characteristics is the 1970 Census Bureau Publication PC(1) -22 General Social and Economic Characteristics, Maryland. The data for the item "Percent Disadvantaged -- School Age Children" are provided by Applied Urbanetics, Inc., using 1970 Census data.

Maryland State Department of Education publications are the sources for the data on school and staff characteristics and for school financial characteristics.

Terms used in the Table on Community and Public Resources Profile are defined as follows:

- Median Family Income refers to the amount which divides the distribution of total number of families in two equal groups, one having incomes above the median and the other having incomes below the median.
- Disadvantaged School-Age Children refers to (1) anyone living in a household with more than one person per room, (2) anyone paying rent of $70 per month or less, and (3) anyone living in a home which had an assessed taxable base of $10,000 per year or less.
- Average Administrator Salary: principals, vice principals, and administrative assistants were considered "administrators."
- Average Years Teaching Experience refers to total years of teaching experience, divided by total number of teachers.
- Average Years Administrator Experience refers to total years of administrative and/or teaching experience, divided by total number of administrators.
- School Level Pupil/Staff Ratio: school level administrative staff, teachers, guidance counselors, librarians, and therapists were considered "staff."
- Percent Average Daily Attendance (Attendance Rate) was determined by dividing the total number of days of attendance by total number of days of membership (number of days a student was enrolled during the regular school session).
- Total Per Pupil Cost includes such current expense costs as health services, pupil transportation, and operation and maintenance of plant, as well as instructional costs, central office administrative costs, and pupil personnel costs.

- Per Pupil Instructional Costs were computed by total instructional expenditures, including salaries of instructional personnel, costs of contractual services, supplies and materials, and other instructional costs, divided by average number of pupils belonging (ANB).

- Per Pupil Administrative (Central Office) Costs were computed by total administrative costs, including salaries of central office administrators, costs of contractual services, supplies and materials, and other administrative costs, divided by ANB.

- Per Pupil Pupil Personnel Costs were computed by total expenditures, including salaries by pupil personnel staff (counselors, psychologists), cost of contractual services, supplies and materials, and other pupil personnel costs, divided by ANB.

- Averages were computed by dividing the total amount by the total number of cases.

  - Table 2 Nonverbal Ability (Average Standard Age (Score) and Academic Achievement (Grade Equivalence), by Skill Areas

This Table presents average Nonverbal Ability Scores for Maryland schools (as measured by CAT). The averages were computed from the individual student scores in the designated grades in each school. Also presented are average Grade Equivalence scores (derived from ITBS) for Maryland schools, computed from individual student scores. Standard deviations are provided in each case to indicate the variability of the groups. The footnotes on the Table explain the column headings.

The following is an explanation of the symbols and abbreviations appearing on the Tables.

Average SAS - the average Standard Age Score computed by grade for the State.

SD - the standard deviation for the State scores. This measure provides an indication of the spread or variability of the scores in the distribution.

Average GE - the average Grade Equivalence achievement score computed by grade for each subtest and for language total and mathematics total scores.

The chart below provides more precise information about the medians by grade and skill area, for school averages in the national norm group:

Range for Medians of School Grade Equivalence Averages in the National Norm Group (ITBS)

	Vocabulary	Reading Comprehension	Spelling	Capitalization	Punctuation
3rd grade	3.7 - 3.8	3.8 - 3.9	3.9	3.8 - 3.9	3.9
5th grade	5.7 - 5.8	5.8 - 5.9	5.8 - 5.9	5.9	5.8 - 5.9
7th grade	7.6 - 7.7	7.7 - 7.8	7.7	7.8 - 7.9	7.7 - 7.8
9th grade	9.3 - 9.4	9.3 - 9.4	9.2 - 9.3	9.6 - 9.7	9.4 - 9.5

	Usage	Language Total	Mathematics Concepts	Problem Solving	Mathematics Total
3rd grade	3.9	3.9	3.8 - 3.9	3.6 - 3.7	3.7 - 3.8
5th grade	5.8 - 5.9	5.8 - 5.9	5.8	5.7 - 5.8	5.7 - 5.8
7th grade	7.7 - 7.8	7.7 - 7.8	7.8 - 7.9	7.6 - 7.7	7.7 - 7.8
9th grade	9.4	9.4	9.7 - 9.8	9.2 - 9.3	9.4 - 9.5

.3 Local School System Level Tables

- Table 1 Community and Public School Resources Profile

This Table summarizes for each local school system (23 counties and the City of Baltimore) basic resource characteristics. The data items and data sources are identical to those in the State-level Table 1 Community and Public School Resources Profile, page App A-5.

- Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence) by Skill Areas

This Table displays for each local school system data comparable to those displays in the State-level Table 2 discussed on page App A-7.

.4 Individual School Level Tables (within each local school system)

- Table 3 School Level - Community and Public School Resources Profile

This Table summarizes basic school and community characteristics as of September 1973 for each eligible school (with grade 3 and/or 5 and/or 7 and/or 9) in a local school system.

School characteristics data are supplied by Maryland State Department of Education publications; community characteristics data for School Age Children are supplied by Applied Urbanetics, Inc., which updated ESEA Title I statistics from 1970 Census data.

Most items in this Table are the same as those presented for the State and local school system Community and Public School Resources Profiles; new measures are:

- Percent Disadvantaged refers to the percent of children shown to be from poor families, using the Orshansky Index of poverty. The Orshansky Index is based on size of family, farm or nonfarm residence, sex of family head, and family income.
- Median Education of Mother refers to median educational level of females 25 years of age or older.

- Table 4 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability Statistically Controlled

This Table presents the differences between a specific school's achievement in the major skill areas and the achievement of other schools in Maryland when grades having the same average tested level of nonverbal ability scores are statistically compared. For a discussion of Maryland Norms see App B-5 and B-6.

- Table 5 Relation of Achievement to Maryland Norms, by Skill Areas, with Nonverbal Ability and Socioeconomic Status Statistically Controlled

In this Table, the differences between a specific school's achievement in the major skill areas and the achievement of other schools in Maryland having similar pupil populations are presented. Similar schools are those defined as having the same average nonverbal ability score and the same socioeconomic status based on the median family income level and the median education level of mothers (females 25 years of age or older). For a discussion of Maryland Norms see App B.

The following chart is designed to assist the reader to identify the general location of a particular school's achievement in relation to the national distribution of school averages by grade and skill area.

Range of School Average GE's Which Would Include Approximately the Middle 40 Percent of the National Distribution of School Averages (ITBS)*

	Vocabulary	Reading Comprehension	Spelling	Capitalization	Punctuation
Grade 3	3.5 - 4.0	3.6 - 4.1	3.6 - 4.2	3.6 - 4.2	3.6 - 4.2
Grade 5	5.4 - 6.1	5.5 - 6.2	5.4 - 6.2	5.5 - 6.3	5.5 - 6.2
Grade 7	7.3 - 8.1	7.4 - 8.2	7.2 - 8.2	7.4 - 8.3	7.3 - 8.2
Grade 9	8.9 - 9.8	9.0 - 9.8	8.8 - 9.9	9.2 - 10.1	8.9 - 9.9

	Usage	Language Total	Mathematics Concepts	Problem Solving	Mathematics Total
Grade 3	3.6 - 4.2	3.6 - 4.2	3.6 - 4.1	3.5 - 3.9	3.5 - 4.0
Grade 5	5.4 - 6.2	5.4 - 6.2	5.5 - 7.4	5.4 - 6.0	5.4 - 6.1
Grade 7	7.3 - 8.2	7.3 - 8.2	7.5 - 8.3	7.4 - 8.1	7.4 - 8.1
Grade 9	8.9 - 9.9	8.9 - 9.9	9.2 - 10.2	8.9 - 9.7	9.1 - 9.8

* Schools below the range would rank with the lower 30 percent of schools nationally and schools above the range would rank with the upper 30 percent of schools nationally.

APPENDIX B THE USE OF REGRESSION ANALYSIS IN THE ACCOUNTABILITY PROGRAM

1. Purpose of the Regression Analysis

The results of the accountability testing program reveal a high degree of variability in the average levels of performance among Maryland's public schools. For example, in the ninth grade, the average grade equivalence (GE) in Vocabulary, by school, ranges from a low of 5.73 to a high of 11.05, with a mean of 8.49 and a 1.01 standard deviation. Approximately 95 percent of the schools attained average GE levels in vocabulary between 6.47 and 10.51, and approximately 68 percent of the schools attained average GE levels between 7.48 and 9.5 in their ninth grades.

The primary purpose of regression analysis in this Report is to "account for," or "explain," a maximum percentage of such observed variation in school performance levels in terms of related student background variables. A secondary purpose is to adjust the observed school means to a new set of means, from which the explained variance has been removed. Ostensibly, much of the residual variance, still present in these adjusted means, would then be the result of school installation and process variables (e.g., objectives, program effectiveness, staff, or facilities). Of course, the success of the procedure depends on the choice of student background variables entering the regression equation, the strength of their relationship with the performance criterion measure (and with the process variables), and the amount of inevitable error. Still, to the extent that a regression analysis is found to be successful, it serves to resolve the following dilemma: schools with roughly equal unadjusted means may well vary widely with respect to their installation and process variables; conversely, schools which are equivalent with respect to their installation and process variables may well display roughly equal test performance levels. Thus, a regression analysis permits the estimation of school effectiveness with some protection against the confounding by student background variables.

2. The Choice of Student Background Variables

Even a cursory inspection of the literature results at once in an endless array of possible choices of student background variables: e.g., race, sex, age, family structure, student ability, measures of socioeconomic status (SES), attitude, motivation, self-perception, aspiration, intention, and expectation. All these, and more, have been shown to be related to student performance.

Armor (1972), Coleman (1966), and Mayeske (1973) have shown in separate studies that up to 10 percent of the variation in school performance can be explained by ethnic and racial determinors. Comber and Keeves (1973), Plowden (1967), and Purves (1973) have shown the influence from sex and age differences, even when grade levels are held constant. Bachman (1970), Coleman (1966), and Mayeske (1973) demonstrated that some achievement variance can be accounted for by family structure differentiation such as home intact vs. broken, number of children, and head of household.

Perhaps the best known, and most widely employed, correlate of achievement is student ability. An enormous number of studies on these relationships are extant in the literature. Excellent summaries may be found in Bryant, Glaser, et al. (1974), Hauser (1969), Hanushek (1970), and the New York University (1972). In general, it is found that student ability is a strong predictor of achievement. However, it is also found that the measurement of ability, apart from achievement, presents severe difficulties which, in turn, lead to problems of interpretation.

Next to student ability the most extensive literature on achievement-related variables deals with measures of socioeconomic status. The New York University (1972), Eason, Gary, and Grawford (1969), Husen (1972), Reiss (1961), and Thorndike (1973) give excellent summaries. All present strong evidence that variance in school performance is associated with differences in the socioeconomic backgrounds of the students.

A number of studies, (see Bryant, Glaser, et al., 1974), have shown a partial dependence of student performance on student personal characteristics such as those mentioned above.

Given the vast number of alternative choices for the inclusion of related variables in the regression equation for student performance, the naive approach might well consider inclusion of them all. However, two objections at once rule out such an approach. First, the cost, time, and effort which would be required for the collection and analysis of that much data are simply prohibitive. Second, as it turns out, all these various measures of student background are highly intercorrelated. Now it is in the very nature of regression analysis to detect these intercorrelations and remove from the achievement only that variance which can be attributed to these variables "independently," that is, without double dipping due to overlap in relationships. As a result, it is found that once one or two variables related to achievement have been entered into the equation, little or no additional variance is accounted for by inclusion of further variables. Because a review of the literature indicated the two most promising student background variables to be ability and socioeconomic status, and because data collection of measures on these variables appeared to be most feasible, the Maryland State Department of Education (MSDE) decided on these two variables.

In the recent past, the term "IQ" and the concept of intelligence assessment have given rise to considerable controversy. For this reason, a measure called "Standard Age Score" (SAS), which is computed from the Nonverbal section of the Cognitive Abilities Test (CAT), was chosen as a viable alternative to the IQ. In terms of its relationship to achievement, SAS has been shown equivalent to IQ. In fact, scores on the nonverbal ability test are considered by some scholars to be indicators of intelligence.

In the last three decades, many indices have been developed to estimate socioeconomic status (SES). However, most of these can be shown to measure the same, underlying factor. From the literature, it appeared that the two measures, "Mother's Education" (SES 1) and "Family Income," (SES 2) were most efficacious. Hence, the MSDE decided to use these.

3. Some Terminology and Computational Procedures

In regression analysis, distinction is made between "dependent" and "independent" variables. The dependent variables are often referred to as "criterion measures" or, simply, "criteria." The independent variables are usually called "predictor variables" or, simply, "predictors." In the accountability study, the criteria are the school average GE's for the various subtests of the ITBS. The predictors are the SAS, SES 1, and SES 2 measures discussed in the previous section.

Unfortunately, the terminology of predictors and criteria arose in context of one use of regression analysis which the accountability program does not consider. Frequently, a statistician is given the scores on several predictors for a subject with unknown criterion performance. It is then required to "predict" a probable score on this criterion on the basis of the predictor scores. In the accountability program, all criterion scores are known. Hence, there is no prediction of these scores in the ordinary sense of that word. Nevertheless, the predicted scores were computed on all ITBS subtests, for every school in Maryland with grades 3, 5, 7, and 9; on the basis of the schools' average SAS and SES measures. These predictions were compared with the actually obtained GE averages, by subtest. The observed differences then constituted the "Adjusted School GE Levels," from which the variation explained by SAS and SES had been removed.

The analysis was first performed using SAS alone. Then it was repeated, in a stepwise fashion, with the successive inclusion of the two SES measures. Thus, in turn, the predictions were computed on the basis of SAS alone, SAS and SES 1, and SAS, SES 1, and SES 2. As will be shown in Section 4 of this Appendix, little was gained by the stepwise inclusion of SES 1 and SES 2.

In symbolic language, the following is an exposition of the procedures, in the case of SAS alone:

Let Y_i' = the "predicted" GE average on some ITBS subtests for school i;

Y_i = the observed GE average on the same subtest for the same school i;

X_i = the average SAS for any school in the State;

$\overline{Y}$ = the mean of all Y_i's, same subtest;

$\overline{X}$ = the mean of all X_i's for the State;

Sy = the standard deviation of Y in the State distribution;

Sx = the standard deviation of X in the State distribution;

r = the correlation between Y and X;

Then

$$Y_i' = \overline{Y} + rSy/Sx(X_i - \overline{X})$$

and the "adjusted score" or residual is given by

$$RES_i = Y_i - Y_i'$$

It is easy to show that the variance of these residuals is given by

$$var(RES) = Sy^2(1 - r^2)$$

from which it follows that the portion of original variance explained by SAS, and then removed, is given by r^2.

In a similar, though less detailed manner, a multiple regression equation to include SES 1 and SES 2 is written as follows:

$$Y_i' = B_0 + B_1X_i + B_2(SES\ 1) + B_3(SES\ 2)$$

where Y_i' and X_i are defined as before, B_0 is a constant, B_1, B_2, B_3 are "regression coefficients," and the SES 1 and SES 2 self-explanatory. In this case, the portion of variance in the GE's accounted for is R^2, the squared multiple regression coefficient.

All computations were performed with the use of the BMDO2R Stepwise Regression computer program. In order to avoid confused interpretation, the column in Tables 4 and 5 which contains the "predicted" GE's is titled "Maryland Norm." For a given school, its entry in the column represents the Maryland norm in view of that school's SAS, and/or SES 1, SES 2 levels.

4. Results of the Regression Analysis

Separate regression analyses were performed on the third-, fifth-, seventh-, and ninth-grade levels, by grade level, on the subtests Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. All regression analyses were performed in a stepwise fashion: Step 1, SAS alone as predictor; Step 2: SAS and SES 1 as predictors; Step 3: SAS, SES 1, and SES 2 as predictors.

In the tables below are shown the intercorrelations between all variables at each grade level:

INTERCORRELATION MATRIX AT THE THIRD-GRADE LEVEL

		1	2	3	4	5	6	7
1	SAS	1.000	.875	.877	.844	.890	.659	.699
2	Vocabulary		1.000	.954	.921	.929	.648	.674
3	Reading Comp.			1.000	.918	.925	.622	.639
4	Language Total				1.000	.921	.589	.604
5	Math Total					1.000	.623	.665
6	Mother's Education (SES 1)						1.000	.803
7	Family Income (SES 2)							1.000

INTERCORRELATION MATRIX AT THE FIFTH-GRADE LEVEL

		1	2	3	4	5	6	7
1	SAS	1.000	.877	.897	.865	.902	.659	.686
2	Vocabulary		1.000	.959	.921	.912	.709	.745
3	Reading Comp.			1.000	.924	.931	.694	.708
4	Language Total				1.000	.927	.611	.671
5	Math Total					1.000	.645	.701
6	Mother's Education (SES 1)						1.000	.803
7	Family Income (SES 2)							1.000

INTERCORRELATION MATRIX AT THE SEVENTH-GRADE LEVEL

		1	2	3	4	5	6	7
1	SAS	1.000	.893	.916	.833	.912	.727	.709
2	Vocabulary		1.000	.955	.946	.921	.661	.682
3	Reading Comp.			1.000	.926	.952	.665	.681
4	Language Total				1.000	.916	.616	.659
5	Math Total					1.000	.625	.686
6	Mother's Education (SES 1)						1.000	.826
7	Family Income (SES 2)							1.000

INTERCORRELATION MATRIX AT THE NINTH-GRADE LEVEL

		1	2	3	4	5	6	7
1	SAS	1.000	.899	.928	.880	.934	.690	.676
2	Vocabulary		1.000	.951	.948	.941	.711	.730
3	Reading Comp.			1.000	.925	.961	.639	.657
4	Language Total				1.000	.939	.657	.698
5	Math Total					1.000	.653	.684
6	Mother's Education (SES 1)						1.000	.831
7	Family Income (SES 2)							1.000

A useful way to summarize the information contained in the four correlation matrices above is the following table, which displays the percentages of variance in the school GE levels accounted for by the various independent variables.

PERCENTAGE OF VARIANCE IN SCHOOL GE'S ACCOUNTED FOR BY STANDARD AGE SCORES, MOTHER'S EDUCATION, AND FAMILY INCOME

	GRADE 3	GRADE 5	GRADE 7	GRADE 9
SAS				
Vocabulary	77	77	80	81
Reading	77	80	84	86
Language Total	71	75	70	77
Math Total	79	81	83	87
SES 1				
Vocabulary	42	50	44	51
Reading	39	48	44	41
Language Total	35	37	38	43
Math Total	39	42	39	43
SES 2				
Vocabulary	45	56	47	53
Reading	41	50	46	43
Language Total	36	45	43	47
Math Total	44	49	47	47
SAS AND SES 1				
Vocabulary	78	80	80	82
Reading	77	82	84	86
Language Total	71	75	70	78
Math Total	79	82	83	87
SAS, SES 1, AND SES 2				
Vocabulary	78	81	80	84
Reading	77	83	84	86
Language Total	71	76	71	79
Math Total	80	82	85	88

From the above table it is quite apparent that SAS is the best single predictor of achievement. Note that the SES indices are also fairly good indicators, ranging from 35 percent of the variance in Language Total GE school averages accounted for by SES 1 at the third-grade level, to 56 percent of the variance in Vocabulary GE school averages accounted for by SES 2 at the fifth-grade level. However, it is also evident that the relationships of the school average GE's to each of the variables SAS, SES 1, and SES 2 strongly overlap for all subtests at every grade level. For this reason, the use of the SES 1 and SES 2 data provided little gain over the use of SAS alone.

Still further insights into the relative size of the contributions made by the independent variables may be gained from inspection of the F-ratios computed at each step:

	F-VALUE TO ENTER OR REMOVE		
	STEP 1	STEP 2	STEP 3
GRADE 3			
Vocabulary	2904.8	35.6	.000
Reading	2958.4	13.4	.000
Language Total	2190.9	6.2	.000
Math Total	3366.0	10.6	.000
GRADE 5			
Vocabulary	2887.3	131.4	.000
Reading	3540.8	90.9	.000
Language Total	2566.5	10.3	.000
Math Total	3752.9	21.5	.000
GRADE 7			
Vocabulary	905.1	.4	6.7
Reading	1194.7	.0	5.1
Language Total	521.9	.2	10.0
Math Total	1136.2	4.0	.000
GRADE 9			
Vocabulary	938.8	19.8	16.4
Reading	1368.0	.0	5.5
Language Total	759.1	4.8	17.3
Math Total	1519.0	.3	13.8

At each step, the F-value to remove or enter represents the significance of the separate, independent contribution made by each new variable to the overall regression. From these results the poor contribution made by the SES data, in all but two cases, is now clear. It is not surprising, therefore, that the Maryland Norms computed in Table 4, on the basis of SAS alone, do not vary greatly from those in Table 5, computed on the basis of SAS, SES 1, and SES 2.

In conclusion, some remarks are in order with respect to the interpretation of Tables 4 and 5. As is the case in any statistical treatment of data, the basic purpose is to find and describe properties of aggregates. Statistical properties are reliable as long as they are descriptive of collections of elements, but they become extremely hazardous in their considerations of individual cases. The regression analysis applied to the accountability test data transformed these data to a new set with greatly reduced variability. It may be safely claimed that the effects of differences in SAS, SES 1, and SES 2 were "removed," aside from errors in measurement. However, in considering the "Maryland Norm" and its associated "difference" (i.e., the residual created by subtracting the norm from the observed GE) for any particular school, much caution should be exercised. All results, for all schools, considered together provide a meaningful insight into the effectiveness of Maryland schools apart from the student background variables; but for some particular school, considered in isolation, it must not be supposed that an absolute standard or expectation has been set. For this reason, only those schools which fell in the upper 2.5 percent and lower 2.5 percent of the residual distribution were marked with an asterisk for special attention. Their identification in the distribution should be interpreted as a flagging only, not as a diagnostic finding either of excellence or underachievement.

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APPENDIX C. COMPLEMENTARY STATE-LEVEL DATA

.1 Introduction

Presented in this Appendix C are data--complementary to assessment data obtained from the ITBS and CAT--that also illustrate how educational accountability in Maryland is progressing. These results come from three sources: the Maryland Basic Skills Reading Mastery Test; an examination of how well Maryland students are doing on the CEEB Admissions Testing Program; and the Maryland High School Graduate Follow-Up Study, 1973.

As these programs reflect different aspects of educational accountability, each will be discussed in its own section.

.2 The Maryland Basic Skills Reading Mastery Test

.1 In 1970, the Maryland State Board of Education adopted the improvement of reading as one of its priorities. As one approach to the problem, Maryland educators looked at reading from a practical point of view. They wanted to know what basic minimum reading skills pupils would need to function and survive in the 1970's. This approach was in accord with the national emphasis. The National Right to Read Program had proposed for its goal that 99 percent of the adult population of the United States be functional readers by 1980. The late U.S. Commissioner of Education, James Allen, had stated that a functional reader was one who could read well enough to live and survive in his society. The U. S. Office of Education had only defined the skills required for functional reading at the adult level. The reading specialists in the Maryland State Department of Education (MSDE), with the help of local educators and civic and business groups, defined functional reading skills objectives at the elementary and secondary level. According to Journal of Reading[1], Maryland is the only state to have made such an attempt.

After having established functional reading skills objectives for 12-year olds, 15-year olds, and 18-year olds, MSDE was charged with the responsibility of developing a test which would measure attainment of these objectives.

.2 Development of Instrument

In 1972, reading specialists from MSDE and local school systems, in conjunction with Services for Educational Evaluation, Inc., as consultants, developed three forms (A for sixth grade, B for tenth grade and C for twelfth grade) of a "Basic Skills Reading Mastery Test." The test was developed as a criterion-referenced (see P. 1-8) measure to assess functional reading skills in (1) following written directions, (2) locating references, (3) gaining information, (4) using forms, and (5) assessing pupil selection of reading as a personal activity.

In 1973, the test was first administered to all pupils, including Special Education students, in grades 6, 10, and 12 in the public schools of Maryland. Form A was administered to approximately 20,500 sixth grade pupils, Form B to approximately 18,000 tenth-grade pupils, and Form C to approximately 13,000 twelfth grade pupils.

This initial administration was the first stage of a project to develop a refined, final Basic Skills Reading Mastery Test instrument. On the basis of the results obtained in 1973, the forms were revised and readministered in the Spring of 1974. From this testing frame, another revision and readministration program will be implemented in the Spring of 1975, testing all pupils in the respective grades.

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[1] Journal of Reading. Volume 17, Number 5 (February 1974), p. 350.

In 1973, the Maryland State Board of Education incorporated into its five State goals for reading two goals related to functional reading skills; i.e., Maryland students will
(1) meet the reading demands for functioning in society and
(2) select reading as a personal activity. The results from the initial 1973 administration of the Basic Skills Reading Mastery Test have been included as part of the first accountability report.

Data are reported grade-by-grade for four functional reading skills areas: (I) following written directions; (II) locating references; (III) gaining information; (IV) using forms. Student reading as a personal activity (V) is summarized in one section for all three grades.

.3 Sample Questions

Following are examples of the test questions contained in the Basic Skills Reading Mastery Test. In each example, the reading category is given; the specific objective under that category; and the test question used to measure mastery of that objective.

Category I - Following Directions

Objective - Students will read to follow directions written in sequential order to prepare food from a recipe.

Test Question (From test for 10th grade)

Read the directions in the box below for making soup. Use this information to help you answer questions 22-24.

DIRECTIONS FOR MAKING SOUP

Open can.
Empty contents into pan and stir.
Add one can of water and stir.
Heat to boiling, stirring occasionally. Serve.

For a richer soup, use one can of milk instead of water.
Makes about 2 1/2 cups soup.

Mark the letter on your answer sheet that corresponds to the one best answer.

22. What can you add to make the soup richer?
    A. One can of water
    B. One can of milk
    C. 1/2 cup water and 1/2 cup milk
    D. Two cups of water

Category 2 - Locating References

Objective - Students will read to locate references within an almanac for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Test Question (From test for 6th grade)

Use the almanac index in the box to answer question 20.

Netherlands	544	New Hampshire	676
Area, Capital	544	Agriculture	700
Cities	583	Altitude	140
Painters (noted)	259	Counties	454
Rulers	251	Museums	676
		Taxes	107
Netherlands Antilles	45		

20. Jane wants to know the rulers of the Netherlands. Where should she look?
A. Page 251
B. Page 528
C. Page 544
D. Page 545

Category 3 - Gaining Information

Objective - Students will read to elicit necessary information for a vocation from want ads.

Test Question (From test for 10th grade)

In the box on the left is a list of companies who are looking for employees. To answer questions 18-20 mark the letter on your answer sheet which corresponds to the job for which the person is best qualified.

A. Opening for experienced linotype operator and a composition floor or lick-up man. Contact Mr. Bobby Hall, Midland Press Inc., Spencer, Maryland.

B. Experienced Cook needed. Lunch and dinner hours. Good pay, good working conditions. References required, apply in person. Mike's Cafe, 217 N. Walnut.

C. In Desperate Need of lead guitar player for rock group. Please phone 332-6808.

D. RN or LPN full time or part time. 7-7:30 and 3-11:30 shift available. Pay commensurate with experience. 339-1657, after 5 p.m. 336-5578.

18.__Jane McDonald
Registered Nurse

19.__Mr. J. Fish
Experienced Cook

20.__Bobbie Haven
Guitarist

21.__Robert Bruce
Type-setter

Category 4 - Understanding Forms

Objective - Students will read to report personal information on application forms.

Test Questions (From test for 6th grade)

Use the Cheerioats Game Coupon in the box to answer questions 26-28.

Cheerios Game Offer

____Enclosed is 1
Cheerios Cereal
Game Offer Special
Seal plus $1.00.

SEND TO: Cheerios Cereal
Game Offer
Box 7060
Rockland, Minn. 50046

____
Name

____
Address

____
City State Zip

Be sure to include zip code to ensure proper delivery. Offer good in all states except where prohibited. Offer expires September 30, 1972. Allow 2 weeks for delivery.

26. Jimmy wants to get the game that he saw offered on the cereal box. What must he send?
A. $2.00
B. $1.00 plus the special seal
C. A boxtop
D. A game plus $1.00

.4 Statewide Sixth Grade Results on the Basic Skills Reading Mastery Test (1973)

(I) Following Directions

The test questions in this area assessed pupil ability to interpret basic directional type vocabulary and to follow directions written in a sequential order.

A. For each of three questions on following directions for the use of park play equipment, the following percentages of students responding were able to select the correct answers:

Question 1 - 72%, Question 2 - 85%, Question 3 - 81%

B. For each of three questions on information presented in a weather map, the following percentages of students responding were able to select the correct answers:

Question 1 - 65%, Question 2 - 66%, Question 3 - 74%

C. For each of three questions on the rules for playing a game, the following percentages of students responding were able to select the correct answers:

Question 1 - 69%, Question 2 - 68%, Question 3 - 65%

D. For one question on following study rules, the following percent of students responding were able to select the correct answer:

Question 1 - 59%

(II) Locating References

The test questions in this area assessed pupil ability to utilize tables of contents, indices, headings to locate information.

A. For one question on information in an atlas index, the following percent of students responding were able to select the correct answer:

Question 1 - 77%

B. For each of two questions on information in a newspaper index, the following percentages of students responding were able to select the correct answers:

Question 1 - 78%, Question 2 - 78%

C. For each of four questions on information contained in a real estate map in an advertisement for apartments, the following percentages of students responding were able to select the correct answers:

Question 1 - 70%, Question 2 - 92%, Question 3 - 93%, Question 4 - 76%

D. For each of three questions on information contained in a book index, the following percentages of students responding were able to select the correct answers:

Question 1 - 89%, Question 2 - 40%, Question 3 - 87%

E. For each of three questions on information contained on a page of a dictionary, the following percentages of students responding were able to select the correct answers:

Question 1 - 71%, Question 2 - 59%, Question 3 - 84%

F. For each of two questions on information presented in an almanac index, the following percentages of students responding were able to select the correct answers:

Question 1 - 73%, Question 2 - 88%

(III)Gaining Information

The test questions in this area assessed pupil knowledge of the meaning of words and ability to elicit information from newspaper articles, factual articles, ads, and the like.

A. The following percentages of students responding were able to correctly identify the meaning of the following words:

1.	gallon	94%
2.	forecasts	94%
3.	hope	94%
4.	patriotic	94%
5.	procession	94%

B. For each of four questions on information contained in a grocery ad, the following percentages of students responding were able to select the correct answers:

Question 1 - 84%, Question 2 - 62%, Question 3 - 70%, Question 4 - 80%

C. For each of two questions on information contained in a factual article, the following percentages of students responding were able to select the correct answers:

Question 1 - 40%, Question 2 - 46%

(IV) Using Forms

The test questions in this area assessed pupil ability to gain information from such forms as social security forms, enrollment cards, and coupons.

A. For each of two questions on the information contained in an enrollment card, the following percentages of students responding were able to select the correct answers:

Question 1 - 78%, Question 2 - 72%

B. For each of three questions on a coupon offering a game, the following percentages were able to select the correct answers:

Question 1 - 90%, Question 2 - 44%, Question 3 - 78%

C. For one question on a coupon offering Smile Stickers for sale, the following percent of students responding were able to select the correct answer:

Question 1 - 67%

.5 Statewide Tenth Grade Results on the Basic Skills Reading Mastery Test (1973)

(I) Following Directions

The test questions in this area assessed pupil ability to interpret directional type vocabulary and to follow directions written in a sequential order.

A. For each of two questions on following directions for operating an oven, the following percentages of students responding were able to select the correct answers:

Question 1 - 86%, Question 2 - 75%

B. For each of three questions on following directions for making soup, the following percentages of students responding were able to select the correct answers:

Question 1 - 91%, Question 2 - 96%, Question 3 - 94%

C. For each of two questions on following directions for choosing a child care center, the following percentages of students responding were able to select the correct answers:

Question 1 - 69%, Question 2 - 93%

D. For each of two questions on following directions on the legal hours of employment for minors, the following percentages of students responding were able to select the correct answers:

Question 1 - 58%, Question 2 - 61%

E. For each of two questions on following directions for sewing a pattern, the following percentages of students responding were able to select the correct answers:

Question 1 - 90%, Question 2 - 90%

(II) Locating References

The test questions in this area assessed pupil ability to utilize tables of contents, indices, headings to locate information.

A. For each of two questions on information in a telephone directory, the following percentages of students responding were able to select the correct answers:

Question 1 96%, Question 2 - 86%

B. For each of two questions on information in an almanac, the following percentages of students responding were able to select the correct answers:

Question 1 - 84%, Question 2 - 95%

C. For each of four questions on information found on a grocery cash register tape, the following percentages of students responding were able to select the correct answers:

Question 1 - 83%, Question 2 - 90%, Question 3 - 91%, Question 4 - 55%

(III) Gaining Information

The test questions in this area assessed pupil knowledge of the meaning of words and ability to elicit information from factual articles, advertisements, and the like.

A. For each of three questions on information contained in a factual article, the following percentages of students responding were able to select the correct answers:

Question 1 - 94%, Question 2 - 91%, Question 3 - 85%

B. For each of four questions on information contained in an employment advertisement, the following percentages of students responding were able to select the correct answers:

Question 1 - 91%, Question 2 - 92%, Question 3 - 88%, Question 4 - 95%

C. The following percentages of students responding were able to correctly identify the meaning of the following words:

1.	illegal	92%
2.	descent	62%

D. For each of three questions on information contained in a grocery advertisement, the following percentages of students responding were able to select the correct answers:

Question 1 - 56%, Question 2 - 53%, Question 3 - 82%

(IV) Using Forms

The test questions in this area assessed pupil ability to gain information from such forms as application forms, coupons, etc.

A. For each of two questions on a coupon for a free mobile home inspection, the following percentages of students responding were able to select the correct answers:

Question 1 - 89%, Question 2 - 73%

B. For each of three questions on the information contained in an enrollment card, the following percentages of students responding were able to select the correct answers:

Question 1 - 95%, Question 2 - 93%, Question 3 - 85%

C. For each of four questions on the information contained in an application form for a U.S. Savings Bond, the following percentages of students responding were able to select the correct answers:

Question 1 - 91%, Question 2 - 59%, Question 3 - 95%, Question 4 - 75%

.6 Statewide Twelfth Grade Results on the Basic Skills Reading Mastery Test (1973)

(I) Following Directions

The test questions in this area assessed pupil ability to interpret basic directional type vocabulary and to follow directions written in a sequential order.

A. For each of three questions on directions for voting with a voting machine, the following percentages of students responding were able to select the correct answers:

Question 1 - 85%, Question 2 - 91%, Question 3 - 91%

B. For each of five questions on following company rules, the following percentages of students responding were able to select the correct answers:

Question 1 - 81%, Question 2 - 81%, Question 3 - 87%,
Question 4 - 71%, Question 5 - 62%

C. For each of two questions on the rate periods for placing telephone calls, the following percentages of students responding were able to select the correct answers:

Question 1 - 52%, Question 2 - 54%

(II) Locating References

The test questions in this area assessed pupil ability to utilize tables of contents, indices, headings to locate information.

A. For each of two questions on the information in an annotated bibliography, the following percentages of students responding were able to select the correct answers:

Question 1 - 69%, Question 2 - 88%

B. For each of four questions on the information contained in an encyclopedia index, the following percentages of students responding were able to select the correct answers:

Question 1 - 85%, Question 2 - 83%, Question 3 - 89%, Question 4 - 58%

C. For each of three questions on information contained in a library index, the following percentages of students responding were able to select the correct answers:

Question 1 - 81%, Question 2 - 72%, Question 3 - 75%

D. For each of four questions on information recorded on a grocery cash register tape, the following percentages of students responding were able to select the correct answers:

Question 1 - 87%, Question 2 - 92%, Question 3 - 92%, Question 4 - 70%

(III) Gaining Information

The test questions in this area assessed pupil knowledge of the meaning of words and ability to elicit information from newspaper articles, factual articles, ads, and the like.

A. For each of two questions on information contained in an excerpt from an Occupations Handbook, the following percentages of students responding were able to select the correct answers:

Question 1 - 74%, Question 2 - 91%

B. For each of four questions on qualifications for employment, the following percentages of students responding were able to select the correct answers:

Question 1 - 92%, Question 2 - 91%, Question 3 - 94%, Question 4 - 93%

C. For each of five questions on information contained in an appliance warranty, the following percentages of students responding were able to select the correct answers:

Question 1 - 83%, Question 2 - 84%, Question 3 - 81%,
Question 4 - 91%, Question 5 - 64%

D. For each of three questions on information contained in a paragraph from a biology textbook, the following percentages of students responding were able to select the correct answers:

Question 1 - 67%, Question 2 - 52%, Question 3 - 68%

E. For each of two questions on information on employment of minors, the following percentages of students responding were able to select the correct answers:

Question 1 - 76%, Question 2 - 60%

(IV) Using Forms

The test questions in this area assessed pupil ability to gain information from such forms as social security forms, enrollment cards, and coupons.

A. For each of two questions on a coupon for ordering a shaver, the following percentages of students responding were able to select the correct answers:

Question 1 - 91%, Question 2 - 91%

B. For each of three questions on the information contained in an apartment lease, the following percentages of students responding were able to select the correct answers:

Question 1 - 85%, Question 2 - 90%, Question 3 - 73%

C. For each of three questions on the information contained in an application form for welfare benefits, the following percentages of students responding were able to select the correct answers:

Question 1 - 93%, Question 2 - 88%, Question 3 - 53%

D. For each of five questions on information contained on a Pre-Placement Health Status Examination form, the following percentages of students responding were able to select the correct answers:

Question 1 - 88%, Question 2 - 86%, Question 3 - 87%,
Question 4 - 91%, Question 5 - 54%

.7 Percentages of Students Who Indicated They Selected Reading as a Personal Activity (1973)

A. Percentages of Students Responding Who Indicated They Read About Their Hobbies

6th grade	10th Grade	12th grade
78%	70%	76%

B. Percentages of Students Responding Who Rated Themselves as Average or Above Average Readers

6th grade	10th grade	12th Grade
89%	88%	87%

C. Percentages of Students Responding Who Indicated That They Always or Most of the Time Understand the Required Reading in School

6th grade	10th grade	12th grade
77%	75%	79%

D. Percentages of Students Responding Who Indicated That They Spend From One to Six Hours a Week Reading For Fun During Their Vacation

6th grade	10th grade	12th grade
63%	57%	67%

E. Percentages of Students Responding Who Indicated They Enjoyed Reading As a Spare Time Activity

6th grade	10th grade	12th grade
60%	43%	48%

.3 Scholastic Aptitude and Academic Achievement of Selected College-Bound High School Seniors in Maryland Compared with a National Sample*

One way of getting an indication of the effectiveness of school systems in Maryland is by comparing the performance of Maryland students with student performance across the country on the Admission Testing Program, administered by a nonpublic national organization, the College Entrance Examination Board. The ATP is organized to help higher educational institutions select students for admission.

In the two-battery series of ATP, i.e., Scholastic Aptitude Test (SAT) and Achievement Tests, the mean scores of Maryland high school seniors for the years 1972-73 and 1973-74 were consistently higher than national norms. Tables APP D-1 and APP D-2 present the comparison of Maryland high school seniors with the National Sample on the Scholastic Aptitude Test for the years 1972-73 and 1973-74 respectively and Tables APP D-3 and APP D-4 on Achievement Test Scores for the years 1972-73 and 1973-74 respectively.

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*Source: College Board Summary Reports (1972-73 and 1973-74 High School Seniors Composite National Report). Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

Tables APP D-1 and APP D-2 show that the mean of Maryland students for the SAT was nine points higher than the National Sample for the Verbal Section during 1972-73 and eight points higher during the year 1973-74. For the Mathematics section of the SAT, the mean of Maryland students was seven points higher than the National Sample during 1972-73 and five points higher during 1973-74.

Tables APP D-3 and APP D-4 reveal that the achievement means of Maryland students for 1972-73 were 25 points above the National Mean for English Composition, 21 points higher in Mathematics Level 1, 17 points higher in Biology, 26 points higher in Chemistry, 21 points higher in American History, and 12 points higher in French, and during 1973-74 25 points higher in English Composition, 14 points higher in Mathematics Level 1, 11 points higher in Biology, 22 points higher in Chemistry, 27 points higher in American History, and 3 points higher in French.

It may be pointed out that since the students from Maryland took the test voluntarily, they may not be representative of all high school seniors in the State. However, the consistently higher means for Maryland students as compared with the national sample provide some indication of the effectiveness of school systems in Maryland.

STATE LEVEL

TABLE APP D-1

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1972-73

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	57	0	1,793	0	226	1	8,780	1
700-749	333	1	10,744	1	644	3	22,808	2
650-699	817	3	27,242	3	1,576	6	54,535	5
600-649	1,714	7	58,477	6	2,248	9	82,906	8
550-599	2,410	9	86,810	9	3,546	14	133,072	13
500-549	3,659	14	134,485	13	4,165	16	158,919	16
450-499	4,322	17	167,790	17	3,873	15	157,216	15
400-449	4,209	16	172,090	17	3,639	14	149,700	15
350-399	3,865	15	160,465	16	2,804	11	117,219	12
300-349	2,468	10	109,045	11	2,000	8	85,098	8
250-299	1,445	6	63,169	6	887	3	38,798	4
200-249	445	2	20,743	2	134	1	5,653	1
NUMBER	25,744		1,014,853		25,742		1,014,704	
MEAN	454		445		488		481	
STD DEV	110		108		114		113	

STATE LEVEL

TABLE APP D-2

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1973-74

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	80	0	2,305	0	311	1	9,871	1
700-749	404	2	12,372	1	738	3	26,371	3
650-699	891	3	28,716	3	1,454	6	54,029	5
600-649	1,573	6	55,373	6	2,251	9	79,573	8
550-599	2,468	10	86,364	9	3,139	12	120,281	12
500-549	3,476	13	126,116	13	3,833	15	141,930	14
450-499	4,266	16	160,509	16	4,166	16	158,167	16
400-449	4,281	17	165,007	17	3,702	14	144,058	15
350-399	3,752	15	155,471	16	3,005	12	117,864	12
300-349	2,624	10	111,785	11	2,247	9	91,588	9
250-299	1,512	6	60,095	6	898	3	36,764	4
200-249	535	2	21,126	2	115	0	4,619	0
NUMBER	25,862		985,239		25,859		985,115	
MEAN	452		444		485		480	
STD. DEV.	112		110		116		116	

TABLE APP D-3

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1972-73

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				BIOLOGY			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	163	2	3,705	1	155	3	4,424	2	31	3	1,661	3
700-749	393	6	11,139	4	290	6	9,338	4	82	7	2,783	6
650-699	734	11	22,469	8	531	11	18,707	9	109	10	4,435	9
600-649	884	14	30,272	11	755	16	29,289	14	154	14	6,259	12
550-599	1,075	16	41,730	15	806	17	34,524	16	189	17	7,587	15
500-549	1,060	16	46,291	17	855	18	39,703	19	171	15	7,912	16
450-499	886	14	45,528	17	634	14	32,708	16	179	16	7,735	15
400-449	683	10	36,070	13	419	9	25,944	12	117	11	6,038	12
350-399	431	7	23,922	9	180	4	12,231	6	55	5	4,043	8
300-349	195	3	10,915	4	57	1	3,553	2	21	2	1,765	3
250-299	38	1	2,897	1	4	0	301	0	3	0	297	1
200-249	5	0	258	0	0	0	12	0	0	0	6	0
NUMBER	6,547		275,196		4,686		210,734		1,111		50,521	
MEAN	524		517		558		537		549		532	
STD DEV	110		107		101		101		106		113	

SCORE	CHEMISTRY				AMERICAN HISTORY				FRENCH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	82	10	3,234	8	41	3	1,425	2	82	4	1,832	4
700-749	95	11	3,356	8	60	4	2,400	3	144	8	2,734	6
650-699	108	13	4,639	11	107	7	4,732	5	150	8	4,240	9
600-649	129	15	5,928	14	189	12	7,668	9	269	14	5,852	12
550-599	133	16	6,710	16	247	16	11,016	13	301	16	7,082	15
500-549	140	17	7,308	17	244	15	14,733	17	328	18	8,090	17
450-499	101	12	6,327	15	268	17	15,612	18	309	17	8,241	17
400-449	43	5	4,177	10	212	13	14,423	17	201	11	6,830	14
350-399	8	1	1,100	3	157	10	10,089	12	68	4	2,411	5
300-349	1	0	82	0	43	3	4,282	5	7	0	113	0
250-299	0	0	2	0	14	1	758	1	0	0	0	0
200-249	0	0	0	0	0	0	41	0	0	0	0	0
NUMBER	840		42,863		1,582		87,179		1,859		47,475	
MEAN	598		572		519		498		556		544	
STD DEV	105		108		109		105		103		104	

STATE LEVEL

TABLE APP D-4

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1973-74

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				BIOLOGY			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	111	2	2,631	1	102	3	3,732	2	40	4	1,842	4
700-749	370	6	9,311	4	240	6	8,563	5	69	6	2,998	6
650-699	548	10	16,595	7	483	12	17,037	10	111	10	4,807	10
600-649	868	15	28,186	12	649	16	25,376	15	167	15	6,180	13
550-599	941	17	34,292	15	790	20	32,344	19	193	18	6,878	15
500-549	903	16	38,506	17	643	16	27,693	16	190	17	7,210	16
450-499	819	14	38,252	17	575	14	27,095	16	154	14	6,983	15
400-449	601	11	29,379	13	328	8	18,355	11	91	8	5,187	11
350-399	352	6	18,793	8	155	4	9,110	5	61	6	3,208	7
300-349	137	2	9,452	4	35	1	2,521	1	10	1	1,004	2
250-299	40	1	2,599	1	6	0	205	0	2	0	163	0
200-249	6	0	304	0	0	0	1	0	0	0	8	0
NUMBER	5,696		228,300		4,006		172,032		1,088		46,468	
MEAN	542		517		559		545		556		545	
STD.DEV.	108		107		98		101		104		112	

SCORE	CHEMISTRY				AMERICAN HISTORY				FRENCH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	100	12	3,180	9	55	4	1,475	2	117	7	2,700	7
700-749	95	11	3,274	9	58	4	2,072	3	103	6	2,543	7
650-699	116	14	4,374	12	106	8	3,702	5	160	10	3,542	9
600-649	125	15	5,349	15	141	11	6,404	9	206	13	4,916	13
550-599	147	17	5,737	16	175	13	8,041	11	239	15	5,683	15
500-549	124	15	5,943	16	215	16	12,090	17	274	17	6,488	17
450-499	85	10	4,501	12	210	16	12,678	18	253	16	6,284	16
400-449	41	5	2,920	8	188	14	12,133	17	188	12	4,797	13
350-399	19	2	1,033	3	123	9	8,588	12	50	3	1,230	3
300-349	3	0	205	1	39	3	3,410	5	1	0	55	0
250-299	0	0	5	0	10	1	659	1	0	0	2	0
200-249	0	0	0	0	0	0	37	0	0	0	0	0
NUMBER	855		36,521		1,320		71,289		1,591		38,240	
MEAN	603		581		525		498		563		560	
STD.DEV.	108		110		115		107		109		109	

.4 Information from the Maryland High School Graduate Follow-up Study, 1973

The Maryland State Department of Education contacts all high school graduates six months after graduation, to find out, among other things, whether they plan to continue their schooling or seek employment and to get their evaluation of their high school experiences. This follow-up information may be helpful in providing an indication of the effectiveness of the school systems in Maryland. Table APP D-5 provides information regarding the number and percentage of high school graduates who applied for admission to schools to continue their education. The reader will note that about half of the high school graduates applied for admission. This shows motivation of the graduates to continue their education, which might be the effect of education received in the high schools.

Table APP D-6 shows student assessments of their preparation by the schools in "skills and abilities" and Table APP D-7 indicates student assessments of their preparation in school "courses." Tables APP D-6 and APP D-7 reveal that for each "skill/ability" and "course," a majority of those who responded indicated that the preparation they received was either *satisfactory* or *excellent*.

STATE LEVEL
TABLE APP D-5

NUMBER AND PERCENT OF MARYLAND 1973 HIGH SCHOOL GRADUATES WHO APPLIED FOR ADMISSION TO A SCHOOL

APPLIED FOR ADMISSION	NUMBERS BY SEX			TOTAL	PERCENT
	MALE	FEMALE	NO RESPONSE		
YES	11,284	12,240	165	23,689	48.1
NO	11,592	12,436	237	24,265	49.3
NO RESPONSE	522	501	222	1,275	2.6
			GRAND TOTAL	49,229	100.0

STATE LEVEL

TABLE APP D-6

REACTIONS OF MARYLAND 1973 HIGH SCHOOL GRADUATES REGARDING THE PREPARATION RECEIVED IN GRADES 10-12 FOR DIFFERENT SKILLS AND ABILITIES

PREPARATION RECEIVED	FOLLOW DIRECTIONS		WORK WELL WITH OTHERS		THINK AND MAKE DECISIONS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,325	7.7	1,325	7.3	1,388	7.7
DOES NOT APPLY- -	826	4.5	528	2.9	423	2.3
EXCELLENT - - - -	5,367	29.6	6,920	38.2	5,195	28.7
SATISFACTORY- - -	10,180	56.2	8,728	48.1	9,689	53.4
UNSATISFACTORY- -	359	2.0	626	3.5	1,432	7.9
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0

	SPEAK BEFORE GROUPS		SOLVE NUMBER PROBLEMS		WRITE REPORTS AND LETTERS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,389	7.7	1,442	7.9	1,418	7.8
DOES NOT APPLY- -	916	5.0	499	2.8	507	2.8
EXCELLENT - - - -	2,573	14.2	5,447	30.0	4,713	26.0
SATISFACTORY- - -	8,193	45.2	8,837	48.8	9,257	51.1
UNSATISFACTORY- -	5,056	27.9	1,902	10.5	2,232	12.3
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0

	FOLLOW LEISURE INTEREST		JOIN IN CIVIL AFFAIRS		USE VOCATIONAL SKILLS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,473	8.1	1,474	8.1	1,490	8.2
DOES NOT APPLY- -	1,732	9.6	3,372	18.6	3,996	22.0
EXCELLENT - - - -	4,446	24.5	1,268	7.0	3,075	17.0
SATISFACTORY- - -	8,244	45.5	6,845	37.8	6,823	37.7
UNSATISFACTORY- -	2,232	12.3	5,168	28.5	2,734	15.1
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0

	READ WITH UNDERSTANDING		LEAD OTHERS		MEET FAMILY RESPONSIBILITY	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,423	7.9	1,459	8.0	1,472	8.1
DOES NOT APPLY- -	438	2.4	1,553	8.6	3,175	17.5
EXCELLENT - - - -	4,739	26.1	2,657	14.7	3,553	19.6
SATISFACTORY- - -	9,589	52.9	9,340	51.1	9,340	51.5
UNSATISFACTORY- -	1,938	10.7	3,116	17.2	3,325	12.8
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0

STATE LEVEL

TABLE APP D-7
REACTIONS OF MARYLAND 1973 HIGH SCHOOL GRADUATES REGARDING THE PREPARATION RECEIVED IN GRADES 10-12 FOR DIFFERENT COURSES

PREPARATION RECEIVED	ART		PHYSICAL EDUCATION		VOCATIONAL PREPARATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE- - - -	1,068	5.9	924	5.1	1,123	6.2
COURSE NOT TAKEN -	10,945	60.4	1,680	9.3	9,803	54.1
EXCELLENT- - - - -	2,065	11.4	5,865	32.3	2,699	14.9
SATISFACTORY - - -	3,223	17.8	8,504	46.9	3,348	18.5
UNSATISFACTORY - -	826	4.5	1,154	6.4	1,154	6.3
TOTAL	18,127	100.0	18,127	100.0	18,127	100.0
	INDUSTRIAL ARTS		GENERAL BUSINESS		MUSIC	
NO RESPONSE- - - -	1,173	6.5	1,175	6.5	1,094	6.0
COURSE NOT TAKEN -	12,109	66.8	9,622	53.1	10,559	58.3
EXCELLENT- - - - -	1,693	9.3	2,788	15.4	2,563	14.1
SATISFACTORY - - -	2,552	14.1	3,960	21.8	3,035	16.8
UNSATISFACTORY - -	600	3.3	582	3.2	876	4.8
TOTAL	18,127	100.0	18,127	100.0	18,127	100.0
	SCIENCE		MATHEMATICS		HOME ECONOMICS	
NO RESPONSE- - - -	886	4.9	865	4.8	1,144	6.3
COURSE NOT TAKEN -	952	5.2	718	3.9	9,933	54.8
EXCELLENT- - - - -	4,782	26.4	6,303	34.8	2,744	15.1
SATISFACTORY - - -	9,694	53.5	8,170	45.1	3,696	20.4
UNSATISFACTORY - -	1,813	10.0	2,071	11.4	610	3.4
TOTAL	18,127	100.0	18,127	100.00	18,127	100.0
	ENGLISH		FOREIGN LANGUAGE		SOCIAL STUDIES	
NO RESPONSE- - - -	818	4.5	920	5.1	892	4.9
COURSE NOT TAKEN -	512	2.8	5,974	33.0	737	4.1
EXCELLENT- - - - -	5,856	32.3	2,471	13.6	5,038	27.8
SATISTACTORY - - -	9,200	50.8	6,000	33.1	10,279	56.7
UNSATISFACTORY - -	1,741	9.6	2,762	15.2	1,181	6.5
TOTAL	18,127	100.0	18,127	100.0	18,127	100.0

APPENDIX D THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

Introduction

AN ACT to add new Section 28A to Article 77 of the Annotated Code of Maryland (1969 Replacement Volume), title "Public Education," subtitle "State Superintendent of Schools," to follow immediately after Section 28 thereof, to provide for a program of educational accountability for the public schools of Maryland; and to generally relate thereto.

WHEREAS, The goal of this Act is to assure that all public school students, throughout the State of Maryland, have access to an education that will enable them to function to the best of their abilities as informed citizens. Each student has the right to expect his school and school system to provide adequate instruction in the minimum skills necessary to master effective verbal and written communication. In addition, each student should have access to mathematical, scientific and technical knowledge so that he will be able to function adequately in this complex age. Further, each student should be able to understand our government so that he may participate effectively in all of the duties and rights of citizenship. All students, whether normal, handicapped or exceptional, have the right to expect their schools and school systems to provide the opportunities to help each individual realize his fullest potential.

The purposes of this Act are to provide for the establishment of educational accountability in the public education system of Maryland, to assure that educational programs operated in the public schools of Maryland lead to the attainment of established objectives for education, to provide information for accurate analysis of the costs associated with public education programs, and to provide information for an analysis of the differential effectiveness of instructional programs; now, therefore,

Article 77, Section 28A

SECTION 1. Be it enacted by the General Assembly of Maryland, That a new Section 28A be and it is hereby added to Article 77 of the Annotated Code of Maryland (1969 Replacement Volume), title "Public Education," subtitle State Superintendent of Schools," to follow immediately after Section 28 thereof, and to read as follows:

28A.

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each Board of Education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish as the basis of its assessment project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Re-evaluation of programs, goals and objectives shall be regularly undertaken.

(b) The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this Act.

(d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to documentation indicating the progress of the State Department of Education, the local boards of Education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

SECTION 2. And be it further enacted, that this Act shall take effect July 1, 1972.